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ABSTRACT

The evaluation of 24 elementary schools in 11 Utah school districts using extended day or extended year programs is the purpose of this summary report. Specific research goals are the identification of program characteristics; program implications for education in general, personnel, families, communities, and the physical structure; level of participant acceptance; and cost effectiveness. Each district is treated as a case study. Methodology is based on cost analysis, a comparison of achievement test scores, program observations, a survey of teacher attitudes and experiences, a patron telephone survey, and interviews with participants at all levels. Findings of each data collection method for both programs are summarized, recommendations are offered, and graphs and tables illustrate the data analysis. Appendices include copies of the survey instruments, a list of steering committee members, the school sample, sample school calendars, and teacher and patron comments. (LMI)

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STATEWIDE EVALUATION
OF
YEAR-ROUND
AND
EXTENDED-DAY SCHOOLS

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December 22, 1989

This report summarizes the statewide evaluation of Utah's Year-Round and Extended Day Schools. The two school scheduling models discussed in this report have been developed to expand the capacity of existing school facilities to serve the needs of a burgeoning student population in some Utah school districts. These efforts have been encouraged and supported by Governor Norman Bangerter, the Utah State Legislature, and the Utah State Board of Education. Most of these efforts have resulted from planning and development grant funds provided through the Year-Round School and Effective Facility Use Program, an incentive grant program administered by the Utah State Office of Education.

This report is the result of a unique partnership between the Utah State Office of Education, Brigham Young University, the Jordan School District and the various other participating school districts. The project was directed by Dr. Adrian Van Mondfrans with the able assistance of Mrs. Joan Moody and Dr. Larry Walters, all of Brigham Young University. This research team worked diligently with a project steering committee consisting of representatives of the State Office and each of the districts operating year-round or extended day schools. This steering committee consisted of the following listed individuals:

Betty Ashbaker, Davis County School District
David Adamson, Granite School District
Eugene Bennett, Washington County School District
John Bone, Provo School District
Frank Cameron, Alpine School District
Jan Evans, Murray School District
Larry Horyna, Utah State Office of Education
Henry Jolley, Wasatch County School District
Will Jolley, Sevier County School District
Dean Rowley, Nebo School District
Devon Sanderson, Jordan School District
Jed Waddoups, Weber County School District
Jerry Wilde, Box Elder County School District
Steve Zsiray, Cache County School District

This evaluation will help shape public policy and school district practices in Utah for years to come. I congratulate the many people who contributed so much to its completion and I encourage its review by anyone interested in examining the educational, financial and social implications of significant school scheduling changes.

James R. Moss
State Superintendent
of Public Instruction

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STATEWIDE EVALUATION OF EXTENDED-DAY AND YEAR-ROUND PROGRAMS

INTRODUCTION

Origin of the Evaluation

School Districts in the State of Utah, experiencing growth in elementary student populations which could not be handled by existing facilities, have been faced with the option of building new facilities or finding ways of housing more students in existing facilities. Under the taxing constraints of the State economy and restrictions enacted by the State legislature, school districts were not able to build new buildings, but required to adopt productivity models wherein more students could be housed in existing facilities.

Two major programs, the Extended-Day, and Year-Round Education, had previously been implemented as educational innovations in elementary schools. These two programs have since been implemented as productivity models since they house more students in existing facilities.

Prior to the 1988-89 school year, the BYU-Public School Partnership, consisting of the BYU College of Education and five local school districts, developed a plan to evaluate Extended-Day and Year-Round programs in the Partnership school districts. The State Office of Education issued an RFP which addressed the same need on a statewide basis. A new Partnership proposal proposed combining the funds the project and extending the sample to include all school districts in the state where an alternative housing program had been in operation at least a full school year. A steering committee, of school district personnel and chaired by Larry Horyna of the State Office of Education, was appointed to oversee the evaluation and provide direction concerning evaluation questions and procedures. A list of members of the steering committee is included in Appendix A.

Sample Selection

At the beginning of the 1988-89 school year, eleven school districts had alternative housing programs in place which were eligible for evaluations, i.e. these schools were in at least the second year of program implementation. The proposed sample included experienced schools from the following districts:

Extended-Day Schools:
Alpine District (2)
Box Elder District (1)
Davis District (1)
Nebo (1)
Sevier (1)
Wasatch (1)
Washington (1)
Weber (1)

Year-Round Schools:
Alpine (2)
Granite (1)
Jordan (2)
Provo (2)

School districts were offered the option of having additional schools evaluated, at a cost to the district, or extending the depth or breadth of the evaluation on a sample school, also at a cost to the school district. Provo, Jordan and Wasatch Districts elected to increase the number of schools evaluated in their respective districts. The final sample list is as follows:

Extended-Day Schools:
Alpine District (2)
Box Elder District (1)
Davis District (1)
Nebo (1)
Sevier (1)
Wasatch (3)
Washington (1)
Weber (1)

Year-Round Schools:
Alpine (2)
Granite (1)
Jordan (7)
Provo (3)

Schools were selected jointly by the evaluators and by the school district representative to the steering committee. By committee decision, schools chosen for the sample were perceived to have implemented the program well. A list of sample schools can be found in Appendix B.

Evaluation Questions

The steering committee assisted in the creation of a list of questions to be addressed in the evaluation. These questions were as follows:

A. What are the definitive features of each of the programs and the variations in the programs which have been implemented in the State.

B. What are the educational implications of each program, including impact on delivery of instructional services and curriculum, impact on the overall instruction process, and impact on student achievement.

C. What are the implications for personnel, including school staff and management personnel, support services, school maintenance and school finance who operate under one of these programs?

D. What impact do each of these programs have on families and communities?

E. What attitudes and levels of acceptance of the programs are held by students, parents, and educators.

F. What costs are incurred in each program and how do these costs relate to the benefits of the program?

G. What changes in buildings are necessary for the implementation of each program?

Evaluation Procedures

The evaluation followed procedures agreed on by the steering committee. Because each district had different testing procedures, financial accounting and other unique features, it was determined that, in areas of achievement and finance, the evaluation would treat each district as a case study and perform a meta-analysis on the data received. Procedures agreed upon by the steering committee included the following:

1. Analysis of costs of programs, using information provided by each school district.

2. Analysis of trends in achievement test scores over the period of implementation of the program and an equivalent number of years prior to the implementation.

3. Observation of programs, including a school visit to each school in the sample, and a structured observation of a random sample of classrooms.

4. Assessment of teacher attitude and experience, including instructional changes created by the program, administering a questionnaire to all teachers and interviewing a random sample of

teachers during school observations.

5. Assessment of patron attitude and experience through a telephone survey to a random sample of patrons.

6. Assessment of student attitude and experience through interviews with a random sample of students.

9. Assessment of changes in school programs and staff function, through interviews with principals, teachers, custodial staff, media staff, and lunch room staff.

All evaluation procedures were conducted between November, 1988 and May, 1989. Patron telephone interviews were conducted in two sessions, with one-half of the sample called in December, and the second half of the sample called during April and May. School visits were conducted between February and May, with teacher surveys and all in-school interviews conducted at that time. Instruments used in every facet of the evaluation are included in Appendix C.

Acknowledgement

The evaluation team expresses appreciation to the steering committee for their help in guiding the evaluation and obtaining the necessary information from their respective school districts. In an evaluation of this magnitude, many people must cooperate to supply the numerous reports needed to compile the final project. We are grateful to the numerous district employees who provided us the information we needed. Additional thanks must go to the Project Assistance Services Section of the Utah State Office of Education for their timely and accurate information.

Format of this Report

This report is divided into three sections: Section I. Year-Round Evaluation, Section II. Extended-Day Evaluation, and Section III. Program Comparisons, Conclusions and Recommendations. Sections I. and II. include a portrayal of the program as it currently exists in the State of Utah and a discussion of the data collected from patrons, teachers, principals, students and other staff members in the schools. Section III compares the programs based on significantly different findings between the two programs, discusses academic trends, and provides a cost analysis of both programs.

SECTION I.

YEAR-ROUND EDUCATION IN THE STATE OF UTAH

YEAR-ROUND EDUCATION IN THE STATE OF UTAH

PORTRAYAL OF THE PROGRAM

Year-Round Education programs in the State of Utah have been in existence since the 1983-84 school year. Both terms refer to a schedule wherein the traditional three month summer vacation is divided into shorter breaks and dispersed throughout the year: students attend school for a number of weeks, and then have a short vacation or break of several weeks. The period of time when the student is in school is referred to as a "track" and the break time is most frequently referred to as "off-track" or intersession break.

Single track Year-Round schools exist in the State, most notably in the Salt Lake School District, where all students in the school are on one track and take vacations at the same time. In Year-Round programs which have been implemented to alleviate overcrowding, students are assigned to one of several schedules or tracks, and when one track is leaving the school on vacation, another track is returning to begin their next session. Theoretically, if an equal number of students is assigned to each track, the school can be operating at design capacity all year. Usually this rotation requires that students and teachers who are off-track store all personal materials in storerooms, because all classroom are in use. A teacher and his/her students return from vacation to a different classroom than the one which they used prior to their vacation break, taking the place of a class which has just started their vacation break. The following is an example of a partial rotation pattern in a first grade consisting of four classes housed in three classes:

Teacher	Date and Room Assignment				
	7/26	8/15	9/6	9/26	10/17
Smith	rm 136	off	rm 135	rm 135	rm 135
Jones	off	rm 136	rm 136	rm 136	off
Black	rm 135	rm 135	off	rm 134	rm 134
Tonge	rm 134	rm 134	rm 134	off	rm 136

During the year, each teacher in this rotation will be in three different rooms.

Calendars

With slight variation, two Year-Round calendars are used in by districts in the State of Utah. These are the Modified 45-15 calendar and the 60-15 Calendar or Orchard Model. (See Appendix D for a sample calendar from each model) All Year-Round calendars begin in July. Calendars are adopted by school districts at the same time and by the same procedures that calendars for traditional schools are adopted. The Year-Round calendar usually incorporates the same vacation days for traditional holidays and vacations, such as Thanksgiving, Christmas, and Spring vacation, as does the traditional calendar in the district.

The 45-15 calendar schedules four tracks of students who attend school approximately forty-five days (9 weeks), then have a 15 day break. Assuming a equal number of students have been assigned to each track, one-fourth of the students are on break at any given time. Because of traditional vacation times, i.e. Christmas, some breaks are longer than others. For instance, one track may begin a break with the traditional Christmas vacation and not return to school until the third week of January.

The 45-15 Calendar, as first implemented in the State, allowed 180 in-class days for every track of students. However, this calendar did not provide sufficient time in July between school years for families and teachers to vacation. With the State Board of Education ruling that the school year could be measured in minutes rather than days, school districts were free to lengthen the school day and modify the calendar to allow for a longer break in the summer. The Modified 45-15 Calendar, generally allows a two to three week break between the end of one school year in June and the beginning of the next year in July.

The 60-15 Calendar, or Orchard plan, involves five tracks of students who are in school approximately twelve weeks and have a fifteen day break. The tracks come and go in a manner similar to the 45-15 Calendar. There are several notable differences between this calendar and the Modified 45-15. First, the whole student body is on vacation during the month of July. A second difference is, that in order to accommodate five tracks of students, several of the Orchard Plan schools utilize extended contracts for the majority of teachers. This will be discussed further under the following section entitled Staffing Patterns. A third difference, is that the fifth track in the 60-15 Plan is similar to a traditional calendar.

Staffing Patterns

Extended contracts are used on both the Modified 45-15 calendar and the 60-15 calendar. An extended contract teacher has contracted to teach more days than the instructional days on a single track, usually from 207 days to 220 days. A teacher on an extended contract has either two tracks or four tracks of students assigned to his/her classrooms. A teacher with two tracks of students has a large class for two sessions, or track changes, when both tracks are in session. Then, for the next two sessions, he or she will have a small class as each track, in turn, takes a three to four week break. When four tracks of students are assigned to an extended contract teacher's classroom, approximately every three weeks one group of students goes on break and another group returns to school. Approximately three-fourths of the students assigned to this teacher are in session at any given time.

On the Modified 45-15 Calendar, students assigned to the majority of classrooms are all on one track. Teachers in these classrooms are assigned to the track, and they follow the same calendar as their students; these teachers are on the same contract as teachers in traditional schools. Usually the school district provides a day, or a half day, of preparation time before the new track begins for teachers to return to the school, organize their rooms and meet, formally or informally, with other team or faculty members. This time is frequently paid as a career ladder day.

Extended contracts are used in varying degree in Modified 45-15 schools, depending on teacher requests for such contracts, ability of the principal to provide extended contracts given student population and staffing constraints, and district attitude toward extended contracts. Some districts only allow teachers to extend a contract for the number of days which the school is open. Other districts allow the teacher to chose the number of days they will teach; the district hires substitutes to teach days over the contract time. (Frequently, these substitutes are off-track teachers from the same school.) One district in the state does not allow teachers to take a contract which would require them to teach every day; extended contract teachers in this district are required to take a two week vacation at some time during the year.

As previously mentioned, the majority of teachers in schools on a 60-15 Calendar are on extended contracts and students are assigned to their classes from all five tracks. Thus, they usually have four-fifths of their complement of students in class all the time. Every three weeks one fifth of their students go off track and another fifth come back on track. The exception to this staffing pattern occurs in schools where five classes of students can be filled in a grade, or combined classes (more than one grade) are used. The Orchard Plan is a 60-15 Calendar which makes extensive use of extended contracts for all grades.

Both Year-Round calendars provide ample opportunity for flexible staffing patterns, including job sharing and part time teachers. At this point we have no data to compare Year-Round and traditional schools concerning the number of part time contracts and job sharing contracts in place in the schools. However, the number of teachers in Year-Round schools who were employed on other than traditional contracts, was of interest to observers.

Critical Issues in Year-Round Programs

1. Role of the Principal: Principals in traditional schools are on eleven month contracts, with two months of contract time when no students and few teachers are in the school, and a month of vacation during July when there are few activities in their school, other than deep cleaning. Principals in Year-Round schools are also on eleven month contracts, however they have lost the planning time during June and August, when, in the

traditional calendar, there are few staff interruptions. Many feel that they cannot find time in July for vacation, and must take vacation during the school year, coming back to work which has accumulated in their absence. Track schedules require two nights for activities such as Back to School Night and parent conferences, and other PTA activities which the principal must attend.

Workload tends to increase with the number of students assigned to a school. Track assignments, public relations, paperwork, and other routine tasks are cited by Year-Round principals as reducing their time as instructional leaders. Some districts provide facilitators, or assistant principals, to assist in administrative duties. These assistants are funded by hiring two teacher interns at half salary to teach in place of experienced teachers. The savings in teacher salary is used to pay for assistance to the principal. Observers on the evaluation team noted that a surprising number of secretaries handled problems which were perceived to be administrative, i.e. track assignments, public relations. With no where else to turn, principals with a competent secretarial staff considered themselves lucky to be able to turn tasks over to the head secretary.

Some districts provide a stipend to Year-Round principals, based on number of students in the school or in consideration of the extra evenings of work. Other districts, because of the number of students assigned to Year-Round schools, place Year-Round principals on the same salary schedule as secondary principals. Newer principals noted that the salaries of experienced, extended contract teachers in their schools were very close to their own salaries. Thus, the opportunity for teachers to increase their incomes has created compression of the salary scale as Year-Round principals see their responsibilities and work increase.

An additional issue concerning the role of the principal involves taking the innovation to an increasing number of schools. In early implementations of Year-Round Education, there was a self-selection process for principals. Most of the principals in the original Year-Round schools tended to promote innovation as a natural practice and enjoy the challenges of the Year-Round calendar, if not the problems of making the change. Many of these principals are "true believers" in the educational appropriateness of Year-Round Education. As more schools are required to adopt Year-Round calendars or as principals are replaced in existing Year-Round schools, it is less likely that the faculty will be administered by the same type of individual who originally chose to pilot the program.

2. Deep cleaning of the school: The traditional school calendar allows three months of cleaning time when districts traditionally bring in extra help for heavy cleaning. In addition to a lack of cleaning time, the school is more heavily used by a larger number of students. School maintenance personnel express concern about having the time and staff to maintain buildings.

3. Group identity created by a single track: In schools where there is one class per grade for each track, classes will tend to move together from year to year. The flexibility to separate problem students is greatly reduced. Teachers and principals fear that they will begin to see classes and tracks develop group identities which are not helpful in the educational process, i.e. "That B-track second grade is a real problem group." These problems are alleviated when several different classes have multiple tracks, i.e. with extended contract teachers, and the problem students can be separated.

4. Track Assignment: Patrons tend to have definite views on the "most desirable" track for their family, whether for family convenience or some other reason. Some principals tend to see this as unreasonable or "selfish", while the patron tends to see this choice as their right. Re-registration, or reassignment of students to tracks after a year or two of operation may actually heighten this problem by bringing up the issue repeatedly. Thus, even while trying to be "fair" by shifting track assignments to open access to the more desirable tracks to families whose children have been on other tracks, the principal may come under fire for

once again having to deny some patrons their first choice. Lottery systems and other means of assignment may ameliorate track assignment problems to some degree. But, for some parents the issue is not fairness. Their response appears to be based on what they perceive is most convenient or best for them.

5. Secondary Student Schedule Conflicts: A number of patrons and teachers have students on a Year-Round calendar in elementary school and students on a traditional calendar in secondary school. Although the calendars have some overlapping vacations, this situation lacks the flexibility of a single calendar for all students. Reports indicate some conflict in baby sitting and vacation scheduling. A teacher may have chosen a teaching career in order to be home with his/her family during the summer, only to find that his/her secondary students are now home by themselves two months of the summer.

6. Year-Round in a Traditional World: Summer swim team, little league baseball, summer camp, family reunions, and a wide variety of activities are scheduled assuming a traditional schedule. Community, church and family involvement is necessary in scheduling to accommodate Year-Round students in traditional summer activities.

These problems not only affect students and parents. Teachers must face similar issues. Inservice and college classes are usually held in summer months. Teachers may have developed summer time interests over the years which must be sacrificed for the new calendar.

7. Year-Round in a Traditional District: Not only are surrounding communities on traditional schedules, the school district itself is on a traditional schedule. Materials sent to schools are often received too late for one track of students or teachers. District officials are on vacation when Year-Round schools begin their sessions. Even when a critical mass of schools in a district are on the Year-Round calendar, it appears difficult for district officials to time all meetings, inservice and materials to accommodate Year-Round schools. Schools report that district offices are improving in sensitivity to the Year-

Round calendar. However, it may be that a total understanding of the differences between administering a Year-Round program and a traditional school will not occur until administrators from Year-Round schools begin to move into district positions.

8. Rotation of rooms: Teachers who go on and off track with their students usually do not return to the same room they left. This appears to be the greatest irritation to teachers on a Year-Round calendar. At the end of the track all personal teaching materials are stored. When the teacher returns on track their materials are moved to their "new" room. Bulletin boards, displays, learning centers, etc, must be reduced in complexity. Teachers must be considerate of each other and clean rooms thoroughly before going off track. Each instance of going off and on track requires time and effort to store and set up the teaching materials. In some schools, teahers have gone to extreme lengths to avoid this rotation, including dividing up open classroom space or continuin to use special function space as classrooms,

9. Resource, special education and special services: The scheduling of resource personnel to provide uniform service to students on all tracks is an issue in some schools. Itinerant personnel, such as speech therapists or counsellors, are rarely on contracts which allow them to provide service during August and June. If resource personnel are not on extended contracts, one teacher may handle part of another's workload while he/she is off track or the resource program may be left in the charge of instructional aides while a teacher is off track. A resource student who is on the same track as the resource teacher may receive more consistent service than a student who is on another track.

10. Organizing Curriculum and Classroom: The majority of teachers have organized curriculum in blocks of time equal to time on track. Although this does not change daily instruction, it does have an impact on the pacing of curriculum. The pacing provided by several blocks of time is viewed as a positive aspect of Year-Round schools by many teachers.

Some teachers feel that students become less interested in school just before and after break; others report that their students work well before and after break. Classrooms must be well organized, record keeping easily accessed, and students well versed in classroom rules and procedures in order to allow for smooth transitions.

11. Teacher Burnout: Concern has been expressed that teachers need the long summer vacation to recuperate from prolonged association with children. Extended contract teachers are especially perceived to have the potential for burnout, as they do not have off-track time which other Year-Round teachers do. However, data are accumulating which show that Year-Round teachers report less rather than more burnout than traditional teachers.

12. Scheduling special events: On a Year-Round calendar, approximately one-fourth to one-fifth of the students are on vacation at any given time. In order to provide equal access to assemblies and special programs, allow students to participate in programs, and celebrate traditional holidays, like Halloween and Valentine's Day, schools have made various accommodations. Many schools schedule all students in attendance at a field day in the Spring; the majority of schools schedule book fairs, back to school nights, hearing testing, and even assemblies twice. Some schools allow off-track students to return to school to practice for school produced programs, other schools schedule two separate programs. Some schools allow off-track students to return to school for Halloween and Valentine parties; other schools make no provision for off-track students at this time. End of year awards assemblies, field trips, and other events must be scheduled fairly to avoid parent and student displeasure.

13. Testing: Academic achievement tests are administered in all districts during a specified norming period. Because Year-Round students have been in school different periods of time, tests can not be administered to them at the same time as the rest of the district. Some districts do not administer tests to all students in the school at the same time. In these districts,

greater administrative complexity exists in their testing program and testing occurs at several different times to equalize the number of days of school that students experience before they are tested.

14. Communication: Because a number of teachers and students are not in session at any given time, communication becomes very important. Teachers returning on track must be briefed about upcoming events and decisions made in their absence. All students need to receive the same information about spelling bees, science fairs, and other programs which their counterparts received in previous weeks. The timing of such communication can be crucial. In one district, C track students had limited access to a district science program because they were off-track during critical sign-up periods. Other similar problems have occurred.

15. Four tracks of Kindergarten: One major concern is the need to offer kindergarten on all tracks in order to insure smooth transition into the track structure of the school. When a school has four self-contained kindergarten classes, each on a different track, teacher assignments are very difficult. In the traditional school, four kindergartens would usually be taught by two full time teachers. In the Year-Round school, these two teachers are required to work a different track in the morning than in the afternoon; the teachers would essentially work every day the school is open, either one-half or a full day, but be paid on a traditional contract. Some schools solve this problem by employing only half-time kindergarten teachers or by sharing a teacher between two Year-Round schools: an A track teacher teaches at one school in the morning and another in the afternoon, but is able to track on and off with her students. Several schools have not provided four tracks of kindergarten, preferring to change some student's tracks in the transition to first grade.

16. Teacher Secondary Employment: Many teachers have made financial sacrifices to remain in the teaching profession. Often the summer months have provided secondary employment in building and trade industries which substantially enhances a teacher's

income. The Year-Round calendar precludes three months of employment in the summer. Teachers who are able to obtain extended contracts do not miss extra income from a second job, and, in fact, prefer working in their chosen profession all year. Other teachers may substitute during their off-track time for on-track teachers who are ill. Some districts pay the teacher's per-diem rate for their time substituting, indicating that a "substitute" who is a member of the school staff is worth more than a substitute from the district substitute pool. Other districts pay the standard substitute salary for these days.

Although the majority of teachers report great satisfaction with Year-Round Education, there are those for whom teaching on this program has created some financial disadvantage.

17. Latch-Key Children: Year-Round Education did not create the problem of unattended children, however, there may be some concern that adopting the Year-Round calendar increases the problem. A complete sociological study would be needed to completely ascertain the extent to which adoption of a Year-Round calendar changes the child care patterns of a given family. Some school officials feel that more children are left at home alone, or in the care of fifth and sixth grade siblings, than on a traditional calendar. Other officials believe that the same phenomenon occurs during the traditional summer vacation, and is only more visible, not more prevalent, on a Year-Round calendar.

Facility Requirements

In addition to the obvious need for air conditioning in the heat of a Utah summer, the physical facility must be suitable for a Year-Round calendar. Orderly and secure space must be available for storage of off-track student and teacher materials. The facility must have enough rooms to house the largest group of students which may be in attendance at the same time. For example, if a school has five first grade classes, with two A track classes, four rooms are necessary to house these students, even though for part of the year only three rooms will be used by the first grade.

Many schools have designated special rooms for storage and have built tote tray sized slots, where off-track students store tote trays from their desks with personal materials. Teachers have been provided both large closets and filing cabinets on wheels which are taken to a storage area while they are off track. Some schools have been able to provide each teacher with a desk, which is also moved from room to room.

RESULTS OF PATRON TELEPHONE INTERVIEWS

Year-Round EDUCATION

Telephone interviews with patrons of Year-Round schools were conducted at two times during the 1988-89 school year: in December and in April-May. Two times of year were chosen in order to assess if patron attitudes changed over time during the year or if attitudes were dependent on factors in the calendar. If there were no significantly differences between the two sets of interviews, the evaluators could be confident that attitudes were generally stable and not effected by break schedules or other uncontrollable factors.

A random sample of Year-Round patrons was chosen from patron lists supplied by each school district. A five percent sample was chosen for each calling period. The sampling technique chosen did not allow patrons to be called twice.

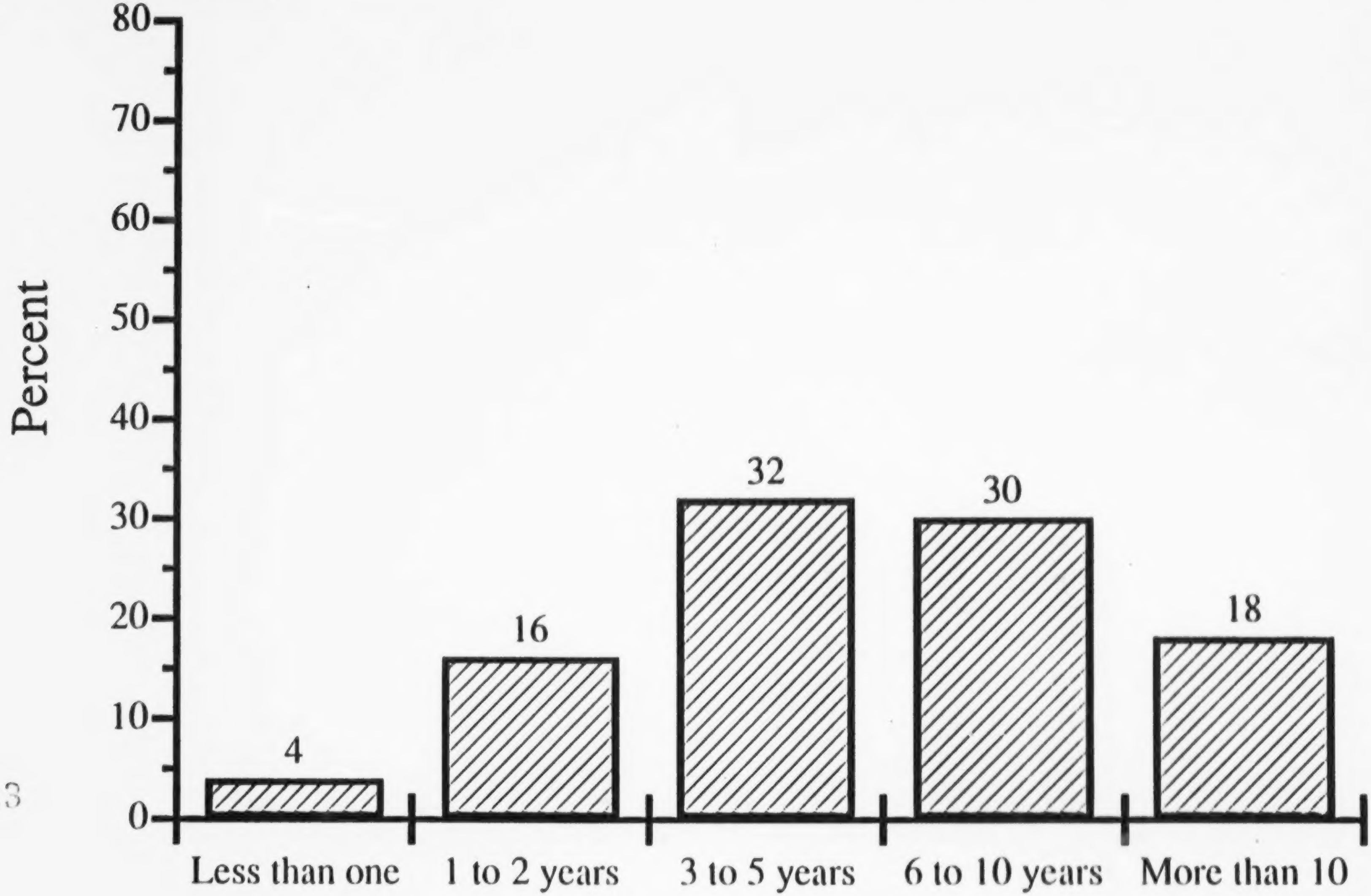
The instrument was designed by the evaluators and approved by the steering committee; similar instruments had been used in previous Year-Round and Extended Day evaluations in the State. Interviewers were trained in interviewing techniques and instructed to call at different times of the day, in order to reach patrons with different work schedules. A minimum of three attempts were made to contact each patron on the list. Five hundred and twenty Year-Round patrons, from 13 Year-Round schools responded to the questionnaire.

Few significant differences were found between patron responses in Winter and Spring. Patron responses from both periods have been combined to portray patron attitudes toward and experiences with Year-Round Education. Differences between the two portions of the sample will be discussed later in this section.

Year-Round Patrons: Characteristics of the Sample

Patrons were first asked how many years they had lived within the boundary of their Year-Round school. Forty-eight percent of Year-Round patrons had lived more than six years within the boundary of the school and thirty-two percent of Year-Round patrons had lived three to five years in the school boundary.

Q1. How many years have you lived in your current elementary school boundary?



Sixteen percent of the patrons had only lived one to two years within the school boundary and four percent of Year-Round patrons reported that they had lived in the boundary less than one year.

In response to the question, "How many school aged children lived in your home," fifty-three percent of Year-Round patrons responded that they had one or two school aged children in their home. An additional twenty-two percent indicated that they had three school aged children in their home. Fifteen percent of Year-Round patrons reported that they had four school aged children in their home and eight percent of Year-Round patrons had five or six school aged children at home. One percent of Year-Round patrons had seven or more school aged children in their home.

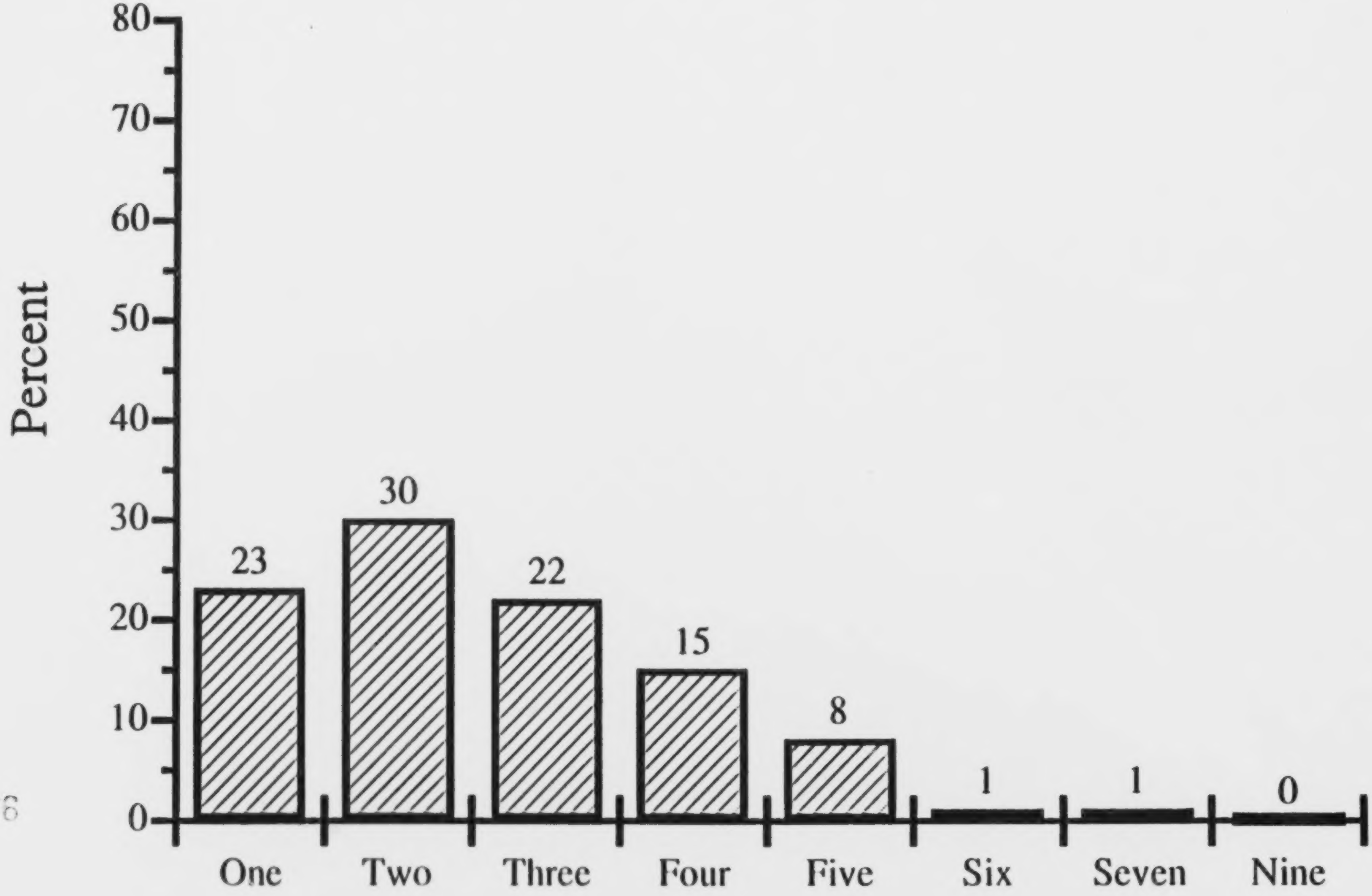
Patrons were asked how many of the school aged children in their home were in high school. Seventy-seven percent of Year-Round patrons responded that they did not have any children in high school. Eighteen percent of Year-Round patrons indicated that they had one child in high school. Five percent of Year-Round patrons indicated that they had two children in high school.

Similarly, patrons were asked how many of the school aged children in their home were in junior high or middle school. Sixty-one percent of Year-Round patrons indicated that they did not have any children in junior high or middle school. Thirty-one percent of Year-Round patrons indicated that they had one student in junior high or middle school; eight percent of Year-Round patrons responded that they had two children in junior high or middle school.

Patrons were asked how many of their children were attending a Year-Round elementary school. Thirty-nine percent of Year-Round patrons indicated that they had one child in the Year-Round school. Thirty-six percent of Year-Round patrons responded that they had two students in the Year-Round school. Twenty-one percent of Year-Round patrons indicated that they had three students in the Year-Round school. Five percent of patron indicated that they had four or more students in the Year-Round school.

Thirty percent of patrons indicated that they had a student

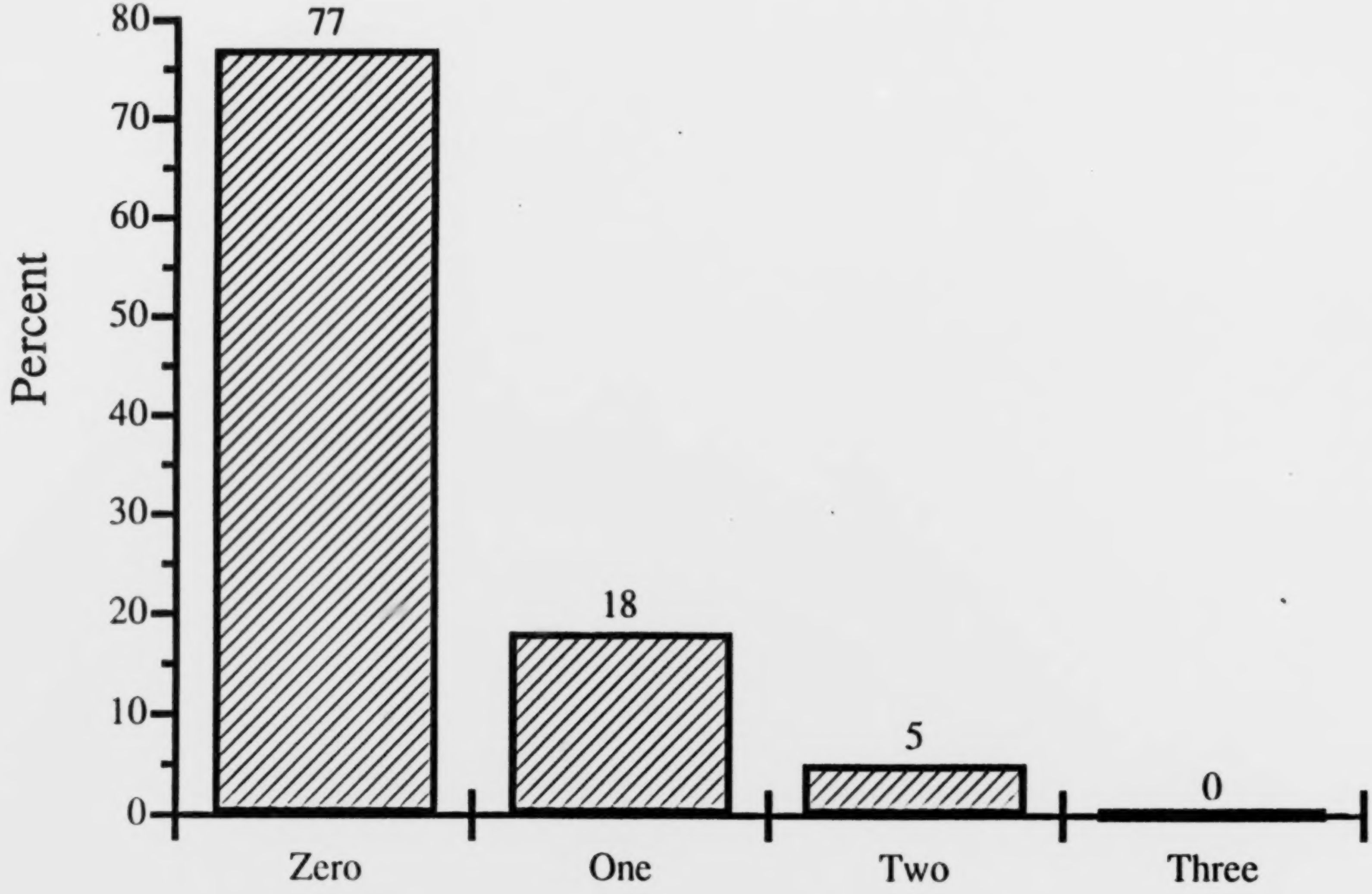
Q2. How many school-age children are in your home?



20-A

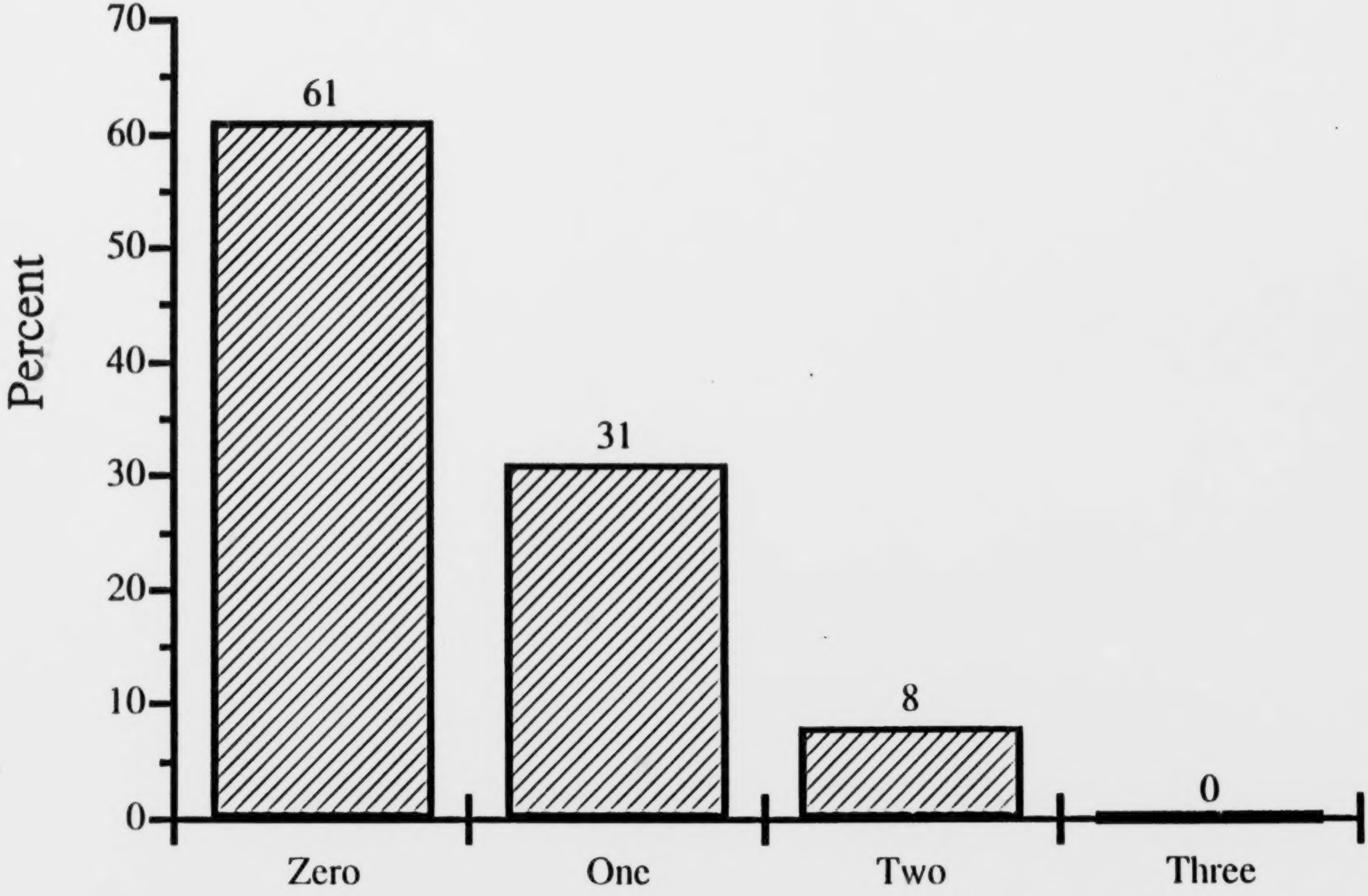
State Year Round
Patron Survey

Q3. How many of these children are presently attending high school?



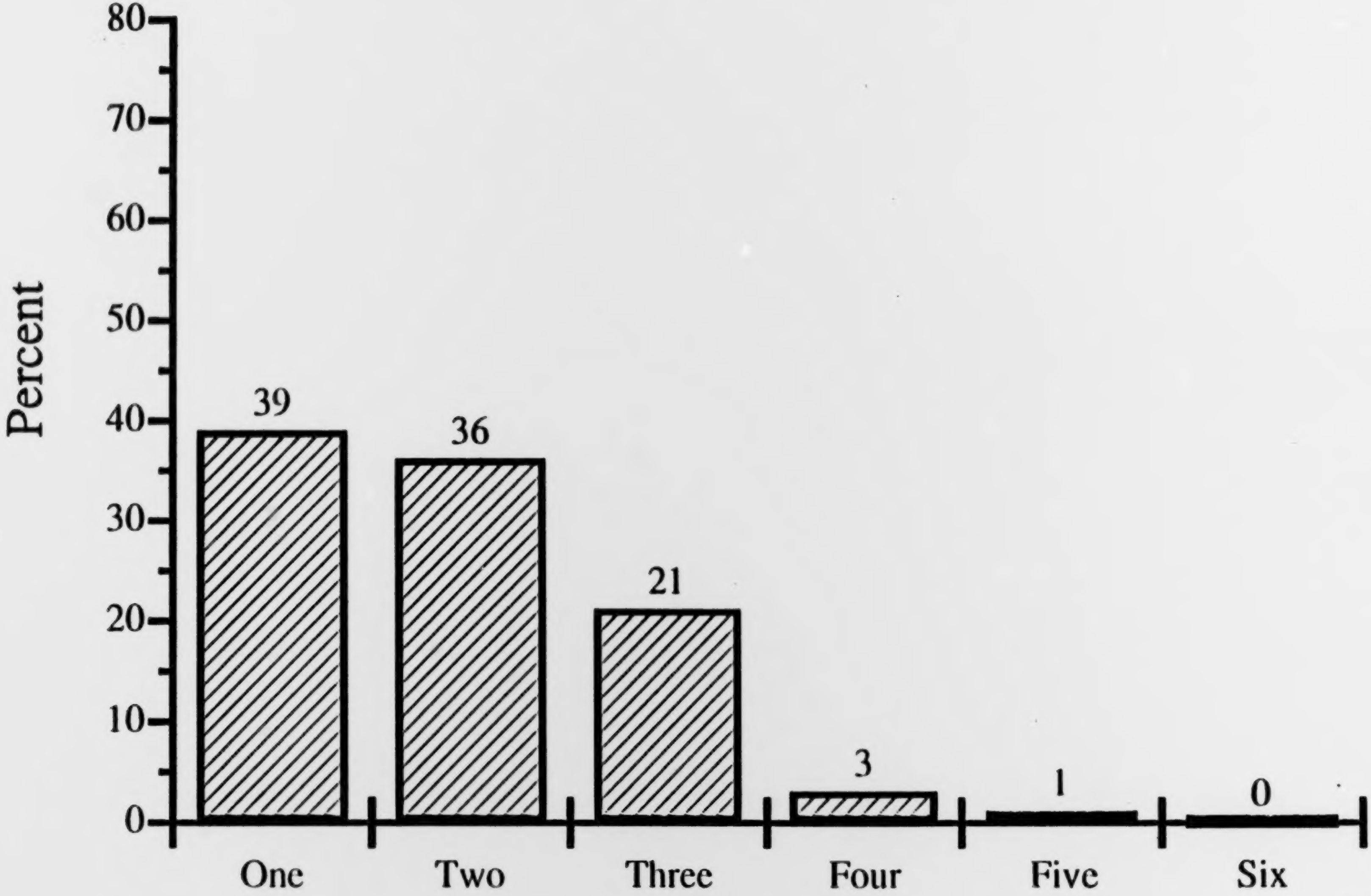
20-B

Q4. How many of these children are presently attending middle school or junior high?



State Year Round Patron Survey

Q6. How many children attending YRE elementary?



20-D

attending the first grade. An additional thirty percent indicated that they had a student in the second grade. Thirty-two percent of patrons had a student in the third grade. Twenty-seven percent of patrons had a student in the fourth grade. Twenty-three percent of patrons had a student in the fifth grade. Twenty percent of patrons had a student in the sixth grade. Twenty-six percent of patrons had a student in Kindergarten.

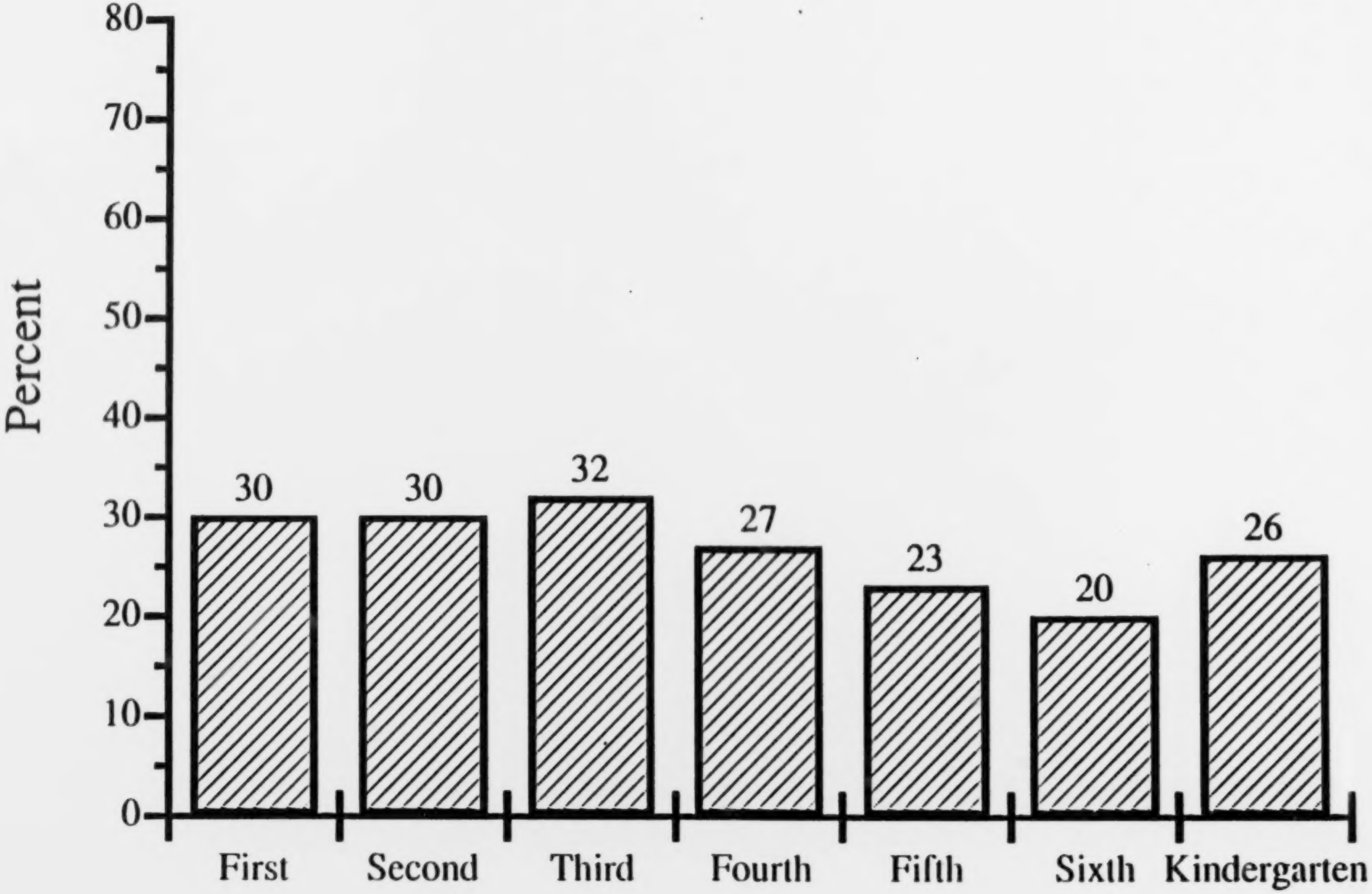
Patrons were asked what track their students were on. Twenty-six percent of patrons indicated that their students were assigned to A track. Twenty percent of patrons indicated that their students were assigned to B track. Twenty-two percent of patrons reported that their students were assigned to C track. Twenty-three percent of patrons indicated that their students were assigned to D track. Nine percent of patrons indicated that their students were assigned to E track. The low percentage of patrons with students on E track reflects the number of Year-Round schools in the sample with a fifth track. Only three sample schools are on the Orchard plan or 60-15 calendar and have five tracks of students.

Only twelve percent of Year-Round patrons had not requested a particular track. Eighty-one percent of Year-Round patrons had requested a track and their students had been placed on the track which was their first choice. Seven percent of Year-Round patrons indicated that they had requested a track, but their students had been placed on a track which was their second choice.

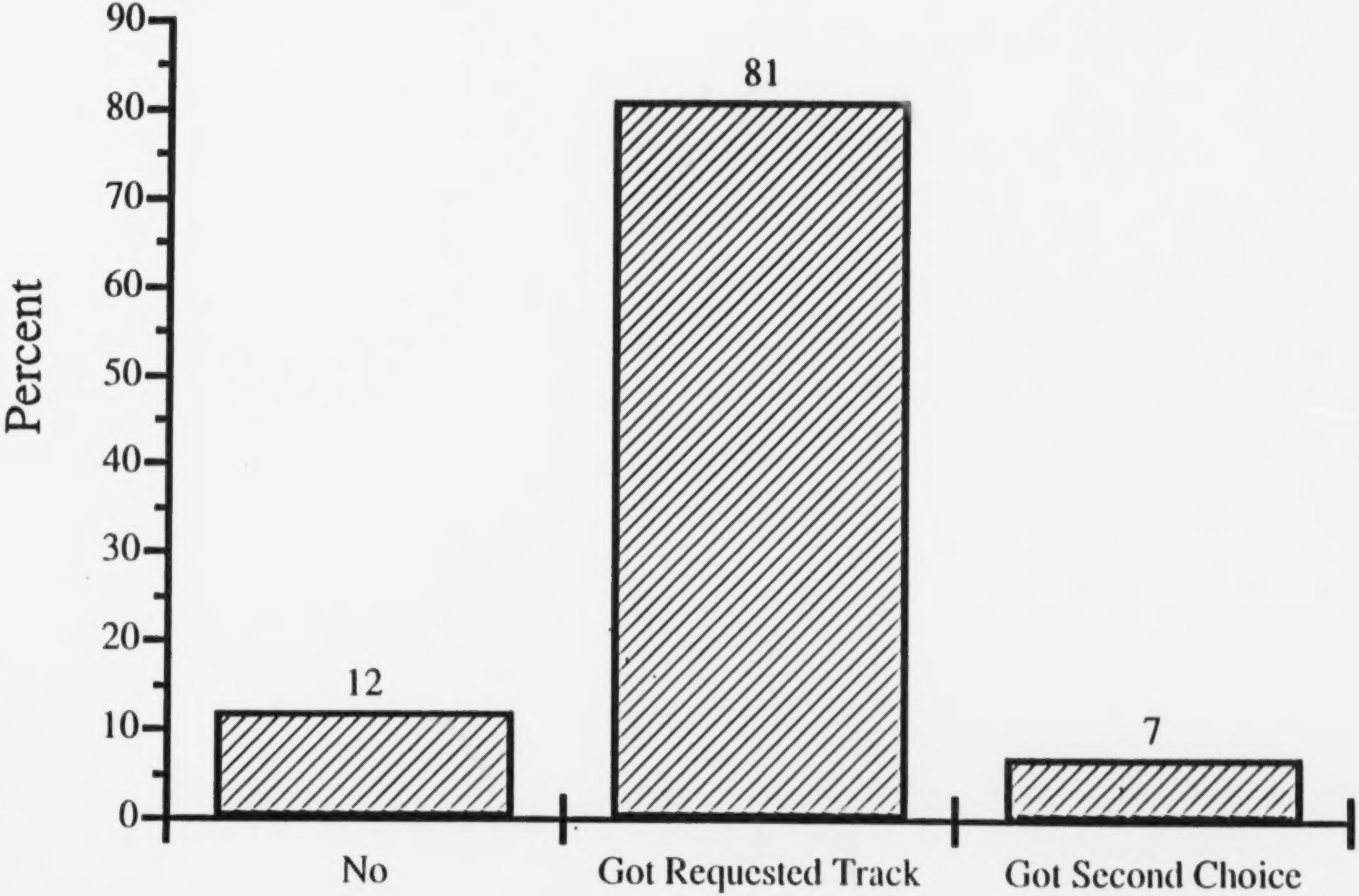
Patrons were asked how satisfied they felt with the track to which their children had been assigned. Ninety-two percent of Year-Round patrons responded that they were satisfied or very satisfied with their children's track. Five percent of Year-Round patrons indicated that they were unsatisfied or very unsatisfied with the track to which their children had been assigned. Three percent of Year-Round patrons had no opinion concerning track assignment. Thus, the satisfied parents outnumbered the unsatisified parents eighteen to one.

We asked patrons to describe their family in terms of the

Q7. What grade(s) are these children in?

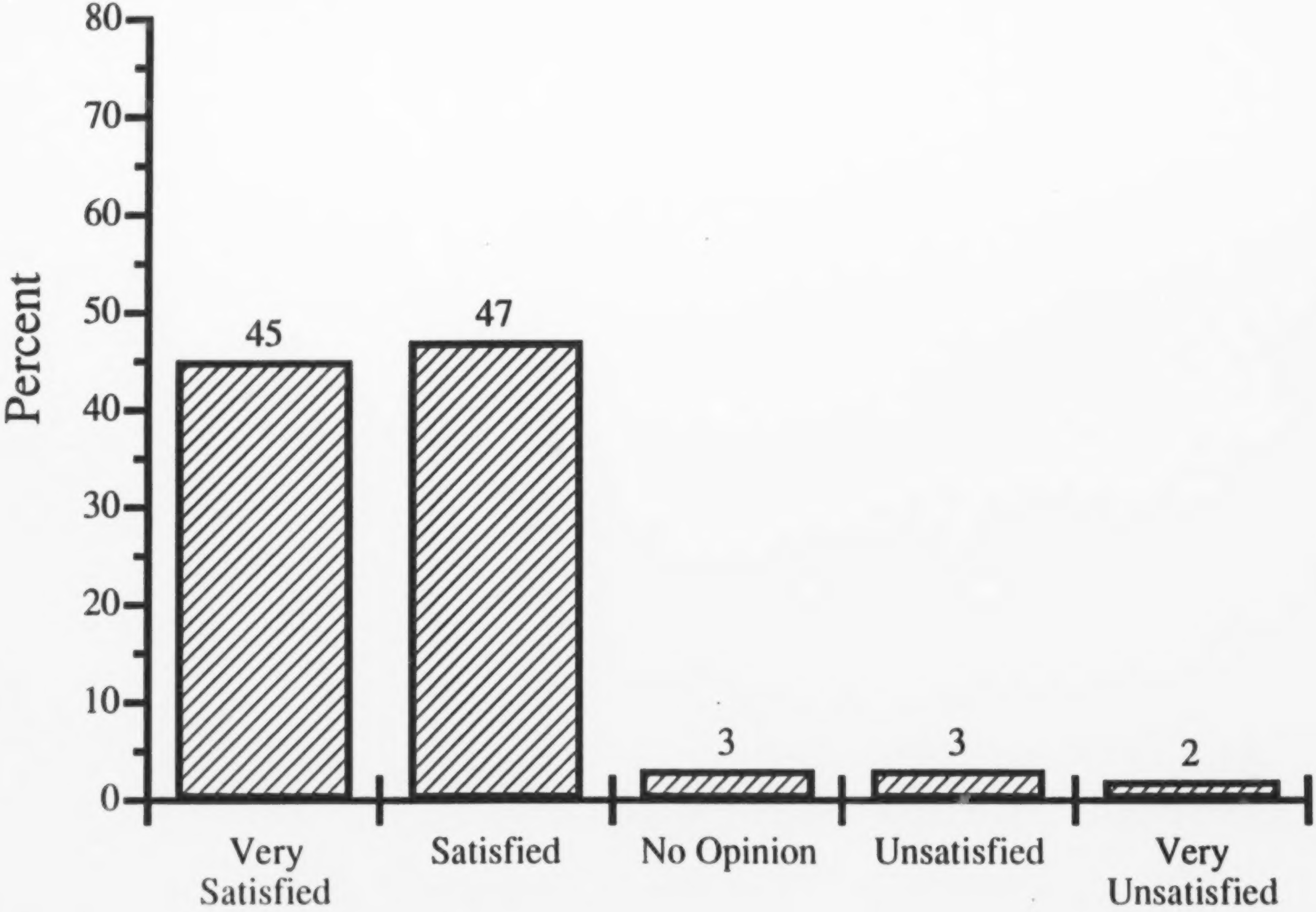


Q9. Did you request your child (children) be placed on a particular track?



Q10. How satisfied are you with the track your children are on?

21-C



State Year Round
Patron Survey

number of adults in the home and employment of those adults. Twenty-eight percent of Year-Round patrons indicated that, in their home, there were two adults, both working full time. The majority of Year-Round patrons (58%) indicated that two adults lived in their home, with one adult employed full time. Six percent of Year-Round patrons responding were single parents who worked full time, while two percent were single parents who did not have a full time job. Six percent of Year-Round patrons responded "other" to this item; anecdotal information from interviewers indicates this category was used for a number of Year-Round patrons who were working part time, whether in a two parent home or in a single parent home.

Patron Responses: Family experience with the Year-Round Program

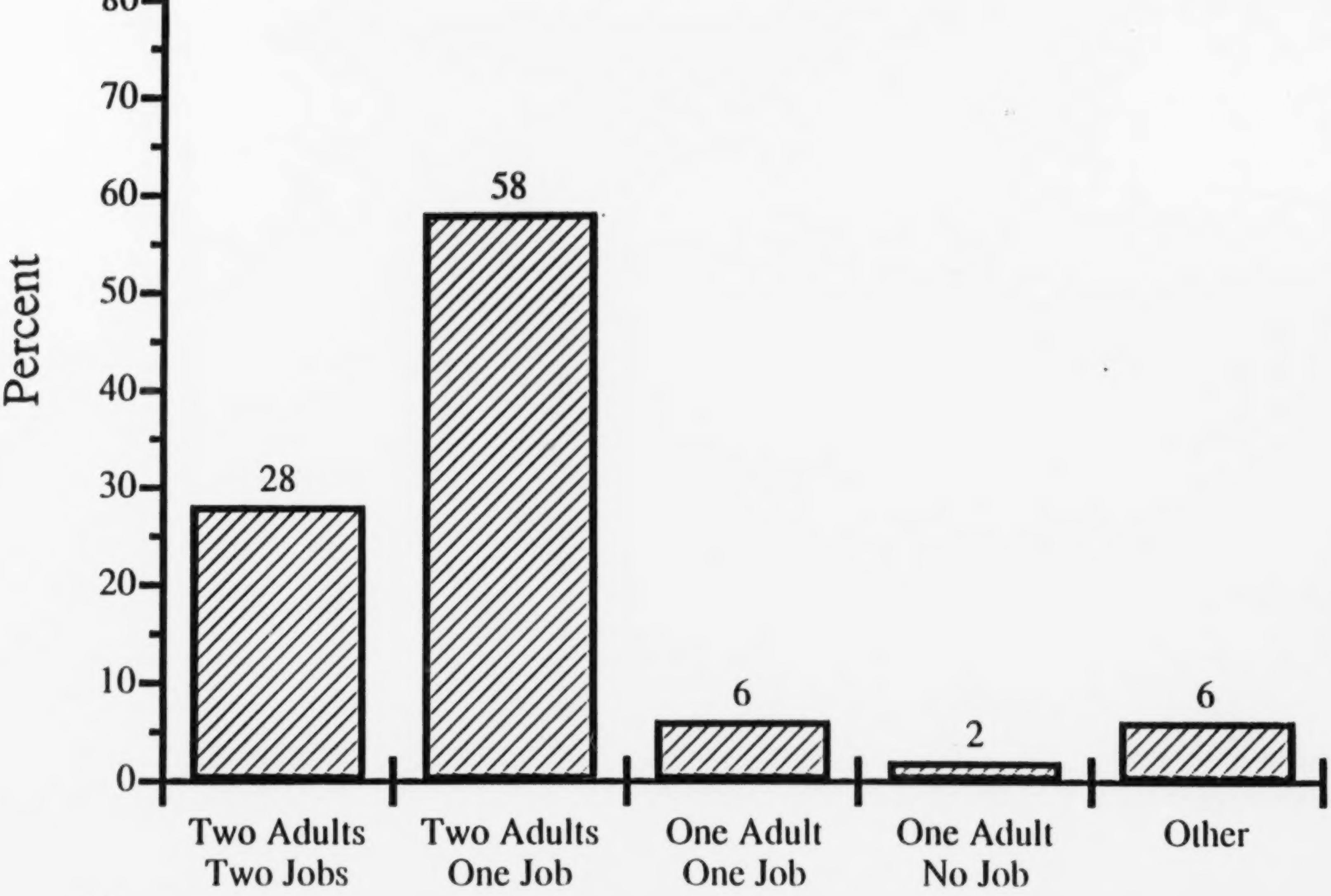
We were interested in the patron's general impression of the Year-Round program in their school. In response to an open-ended question, seventy-seven percent of Year-Round patrons responded that they liked the Year-Round program. Only nine percent of Year-Round patrons commented that they disliked the Year-Round program. Other responses included "students retain information better with a short summer" (2%) and "vacation is harder on the program" (1%) and "there are too many breaks" (1%). Three percent of Year-Round patrons indicated that they preferred traditional school. Other comments made by less than one percent of the patrons can be found in Appendix F.

The interviewer then asked patrons to respond to a series of statements about the Year-Round program, using the following scale:

A. Strongly Disagree
B. Disagree
C. No opinion
D. Agree
E. Strongly Agree

Eight-four percent of Year-Round patrons agreed or strongly agreed with the statement, "Our family is happy with the Year-Round schedule." Fourteen percent disagreed or strongly disagreed with this statement, indicating that their family was not happy

Q11. What category best describes your family?



22-A

State Year Round
Patron Survey

with the Year-Round schedule. Three percent of Year-Round patrons had no opinion on this item. Thus, using a "closed response" question which focused on the patron's feelings about the Year-Round schedule increased both the number responding positively and the number responding negatively over the open-ended question.

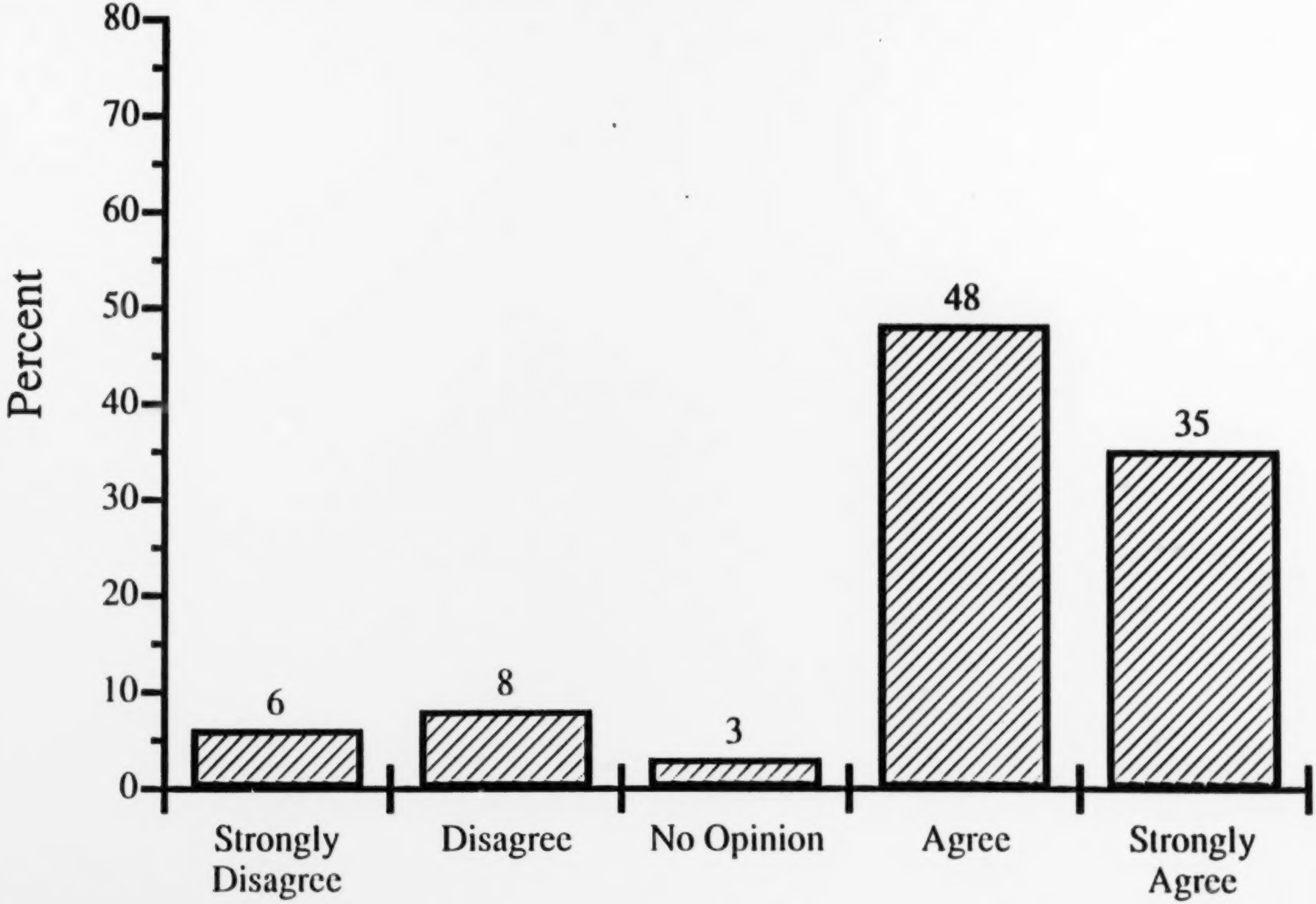
Patrons were asked to respond to the statement, "I feel satisfied with the way in which the decision to change to a Year-Round schedule was made at my school." Sixty-seven percent of Year Round patrons indicated that they felt satisfied with the way the decision was made to implement the Year-Round schedule was made at their school. Seventeen percent of Year-Round patrons indicated that they were not satisfied with the way in which the decision to adopt a Year-Round schedule was made at their school. The remaining sixteen percent of indicated that they had no opinion.

Patrons were asked if they were satisfied with the way the Year-Round schedule has been implemented in their school. Eighty-five percent of Year-Round patrons agreed or strongly agreed that they were satisfied with the way that the Year-Round schedule was implemented in their school. Twelve percent of Year-Round patrons indicated that they were not satisfied with the way that the Year-Round schedule was implemented in their school. Three percent of Year-Round patrons had no opinion about the way the Year-Round schedule was implemented in their school.

Seventy-eight percent of Year-Round patrons disagreed or strongly disagreed with the statement, "The disadvantages of Year-Round schools outweigh the benefits." Fewer than a fourth as many patrons (17%) agreed that the disadvantages of Year-Round schools outweigh benefits. Six percent expressed no opinion.

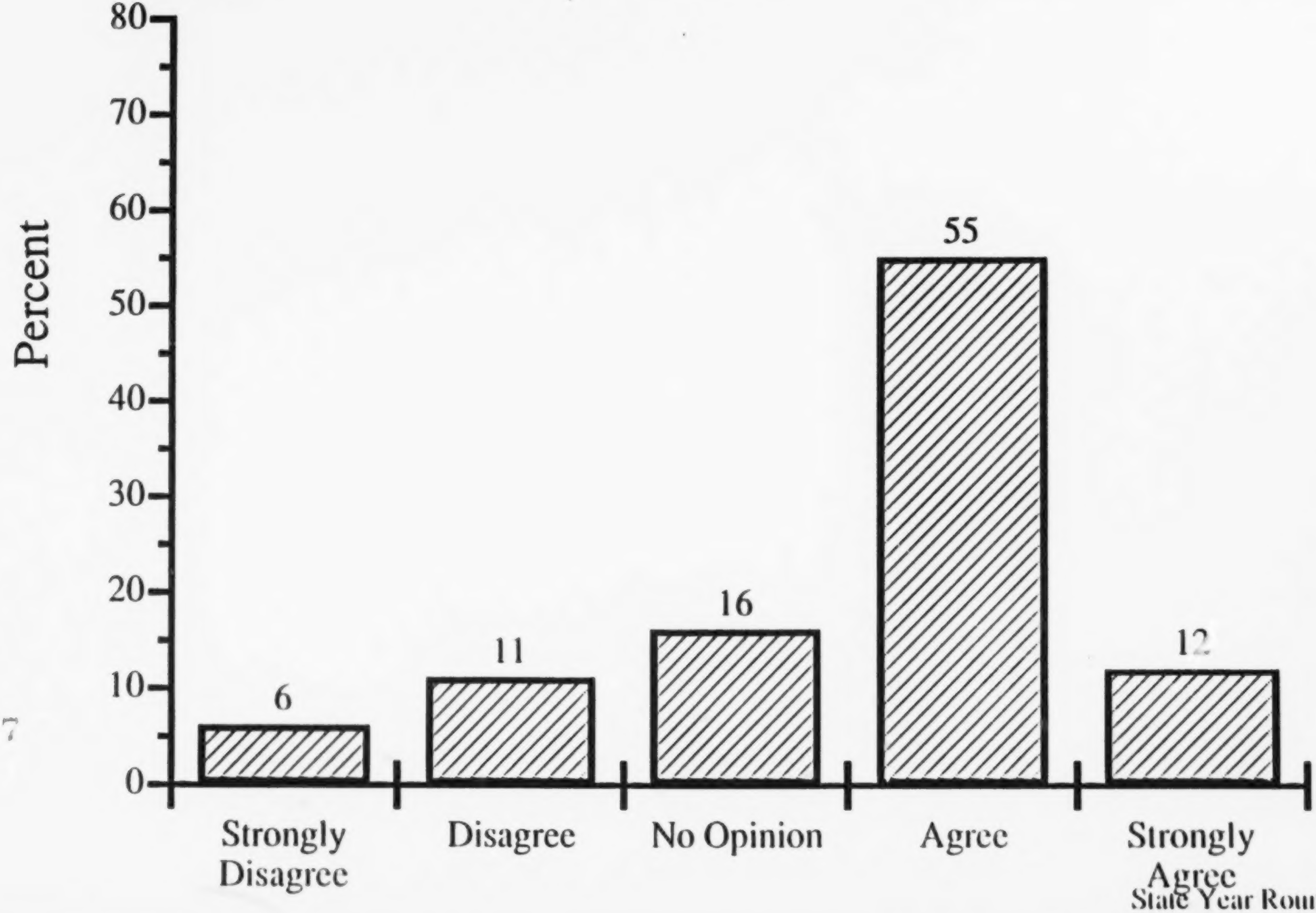
Patrons were asked if their family had found it difficult to adjust their family schedule to the Year-Round schedule. Eighty-three percent of Year-Round patrons indicated that they had not. Sixteen percent of Year-Round patrons (only one-fifth as many) agreed that they had found it difficult to adjust their family schedule to the Year-Round schedule. One percent expressed no opinion.

Q13. Our family is happy with the year-round schedule.



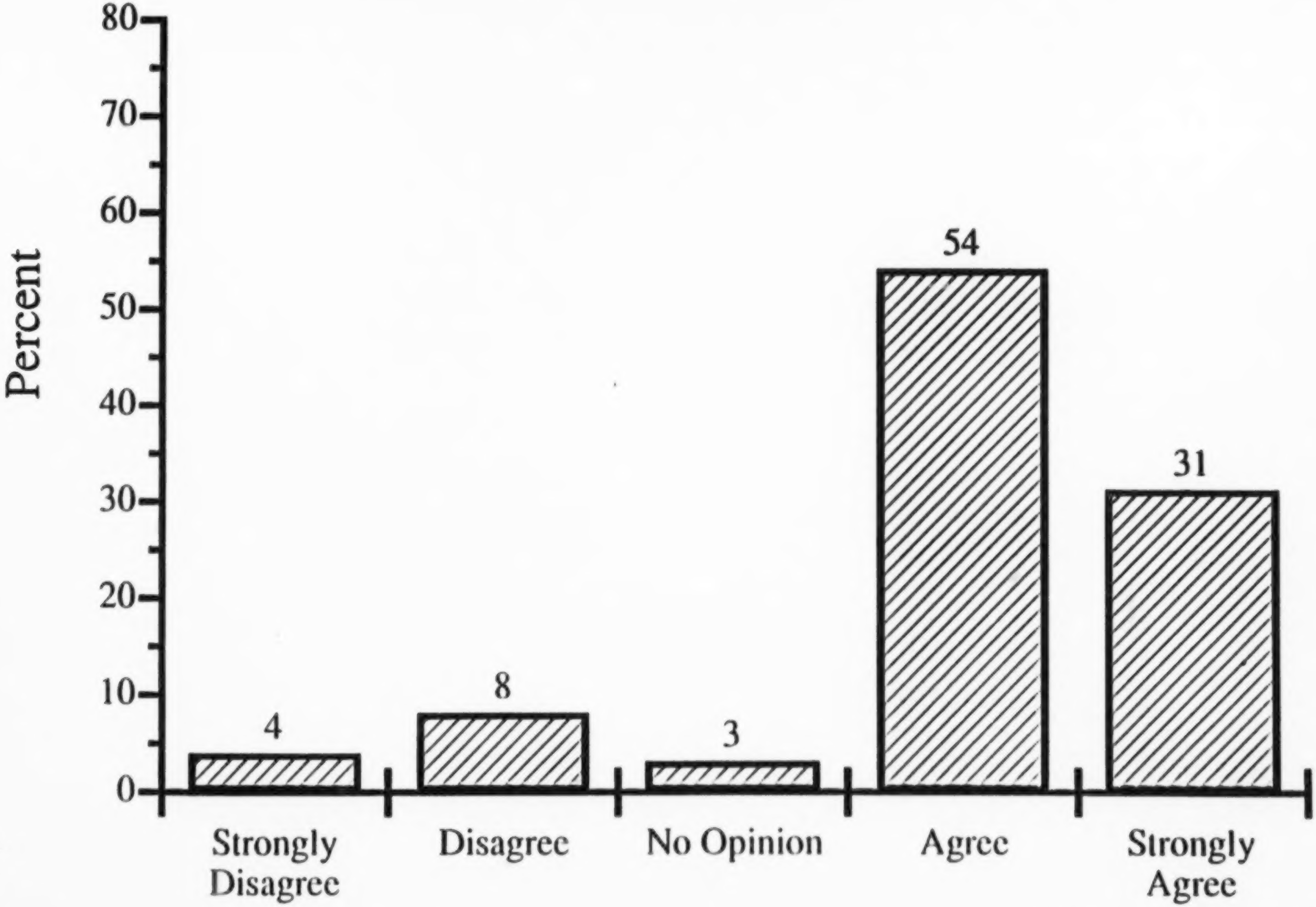
23-A

Q20. I feel satisfied with the way in which the decision to change to an year-round schedule was made at my school.



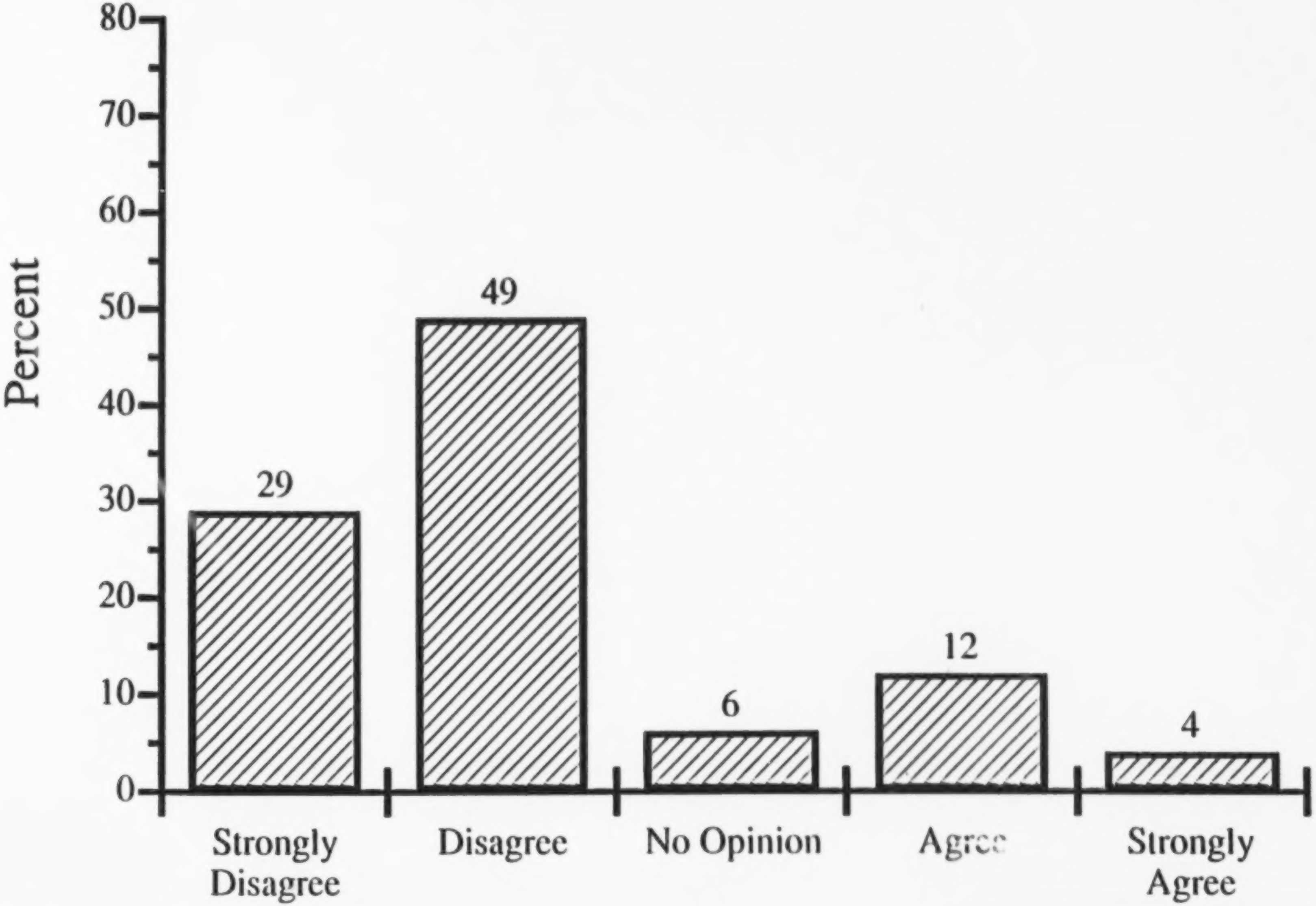
State Year Round
Patron Survey

Q14. I am satisfied with the way the year-round schedule has been implemented in our school.



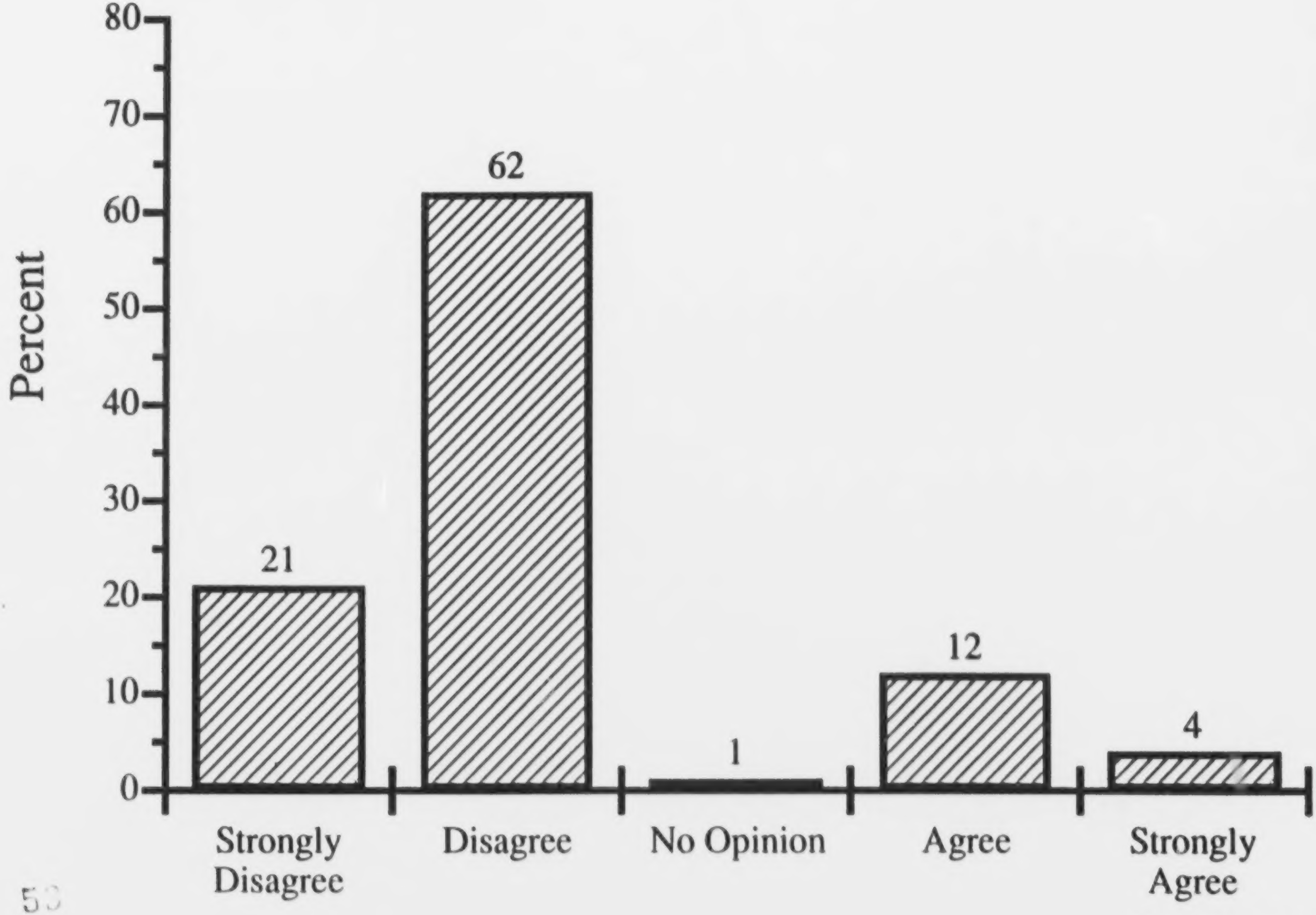
State Year Round Patron Survey

Q15. The disadvantages of year-round schools outweigh the benefits.



State Year Round Patron Survey

Q19. We have found it difficult to adjust our family schedule to the Year-Round schedule.



State Year Round
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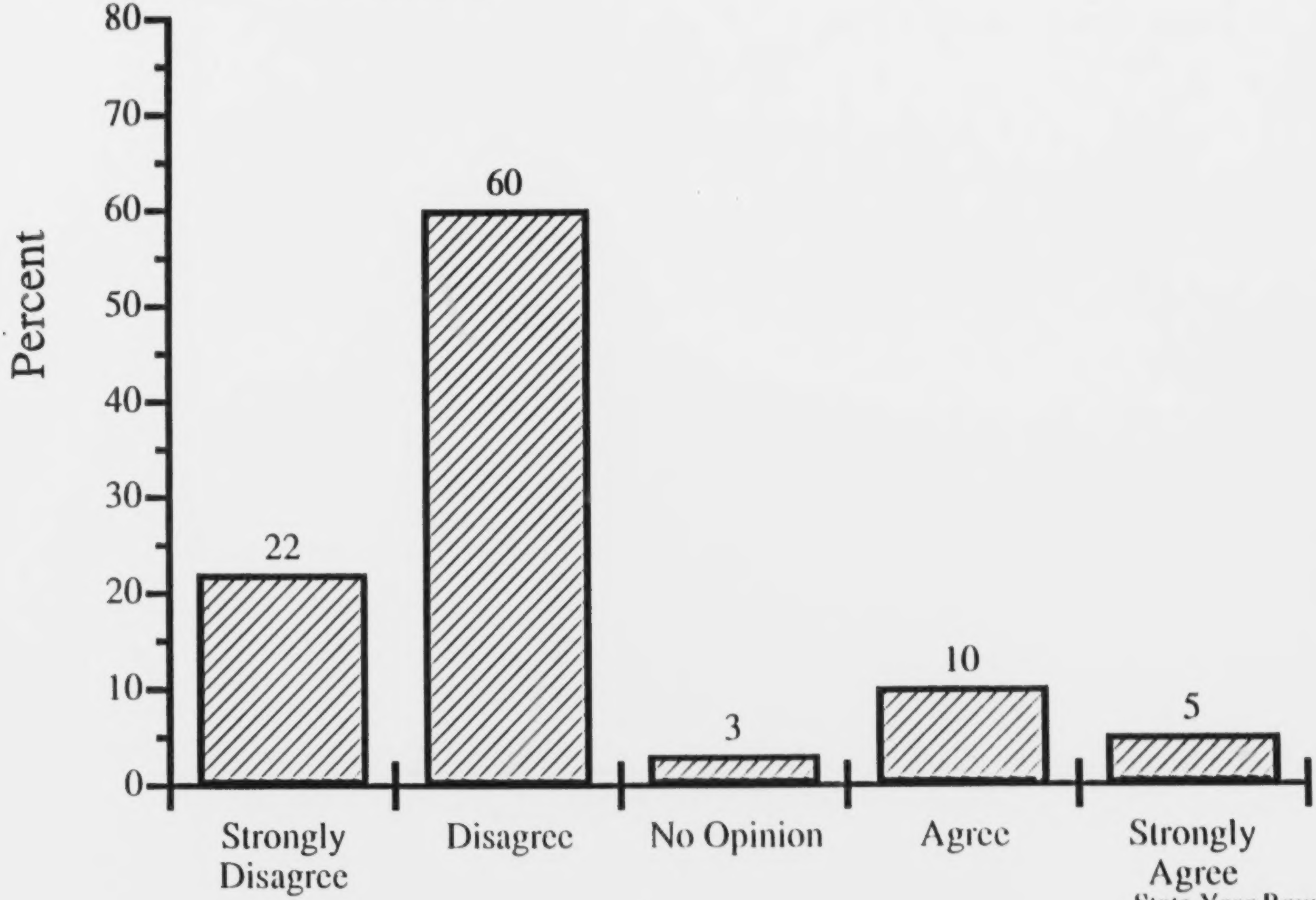
Patrons were asked if they were unhappy about the changes they have had to make in their family schedule to accommodate the Year-Round Schedule. Eighty-two percent of Year-Round patrons indicated that they were not unhappy about the changes they have had to make in their family schedule to accommodate the Year-Round Schedule. Fifteen percent of Year-Round patrons agreed that they were unhappy about the changes they have had to make. Three percent of Year-Round patrons expressed no opinion.

Patrons were asked a series of questions concerning specific experiences with the Year-Round schedule. Because a Year-Round schedule may conflict with activities outside the school, patrons were asked to respond to the statement, "The Year-Round schedule conflicts with the extracurricular activities my child participates in." Seventy-five percent of Year-Round patrons disagreed or strongly disagreed with this statement, indicating that the Year-Round schedule had not interfered with their child's extracurricular activities. Twenty-one percent of Year-Round patrons indicated that the Year-Round schedule had interfered with their child's extracurricular activities. Four percent of Year-Round patrons expressed no opinion.

On the Year-Round schedule, patrons may find it difficult to obtain child care for short vacation breaks, or on vacation breaks when middle school-aged babysitters are still in school, making day care more of an issue than on a traditional calendar. Evaluators were interested, not in the difficulty of obtaining child care, but in the relative difficulty of obtaining child care when compared to a traditional schedule. Patrons were asked to respond to the statement, "Day care in our family has not been any more of a problem with the Year-Round schedule." Sixty-five percent of Year-Round patrons agreed or strongly agreed with that statement. Seventeen percent of Year-Round patrons indicated that day care has been more of a problem for their family on the Year-Round schedule. Eighteen percent of Year-Round patrons expressed no opinion.

In 1988-89, no secondary schools were on a Year-Round calendar.

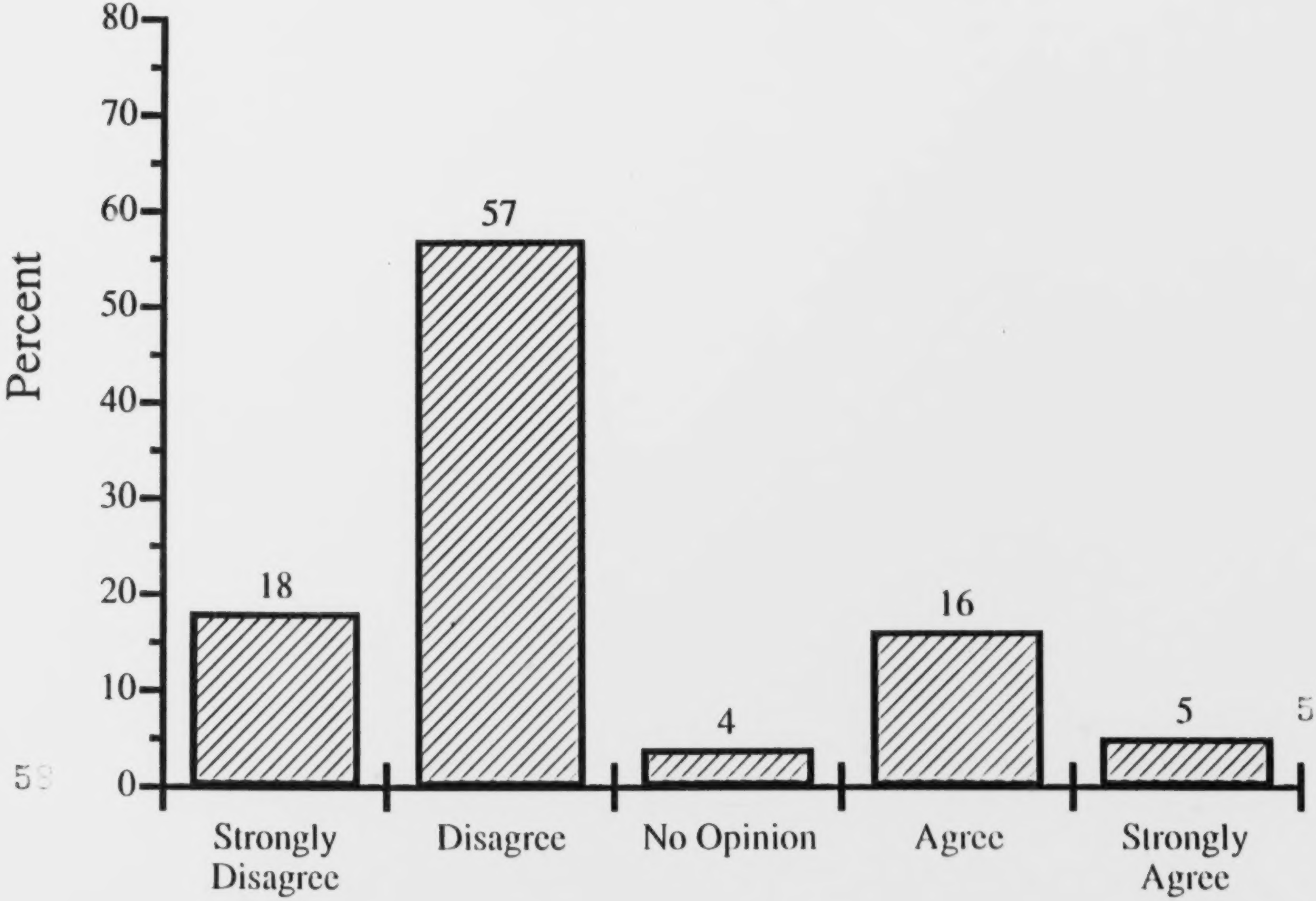
Q18. I am unhappy about the changes we have had to make in our family schedule to accommodate the year-round schedule.



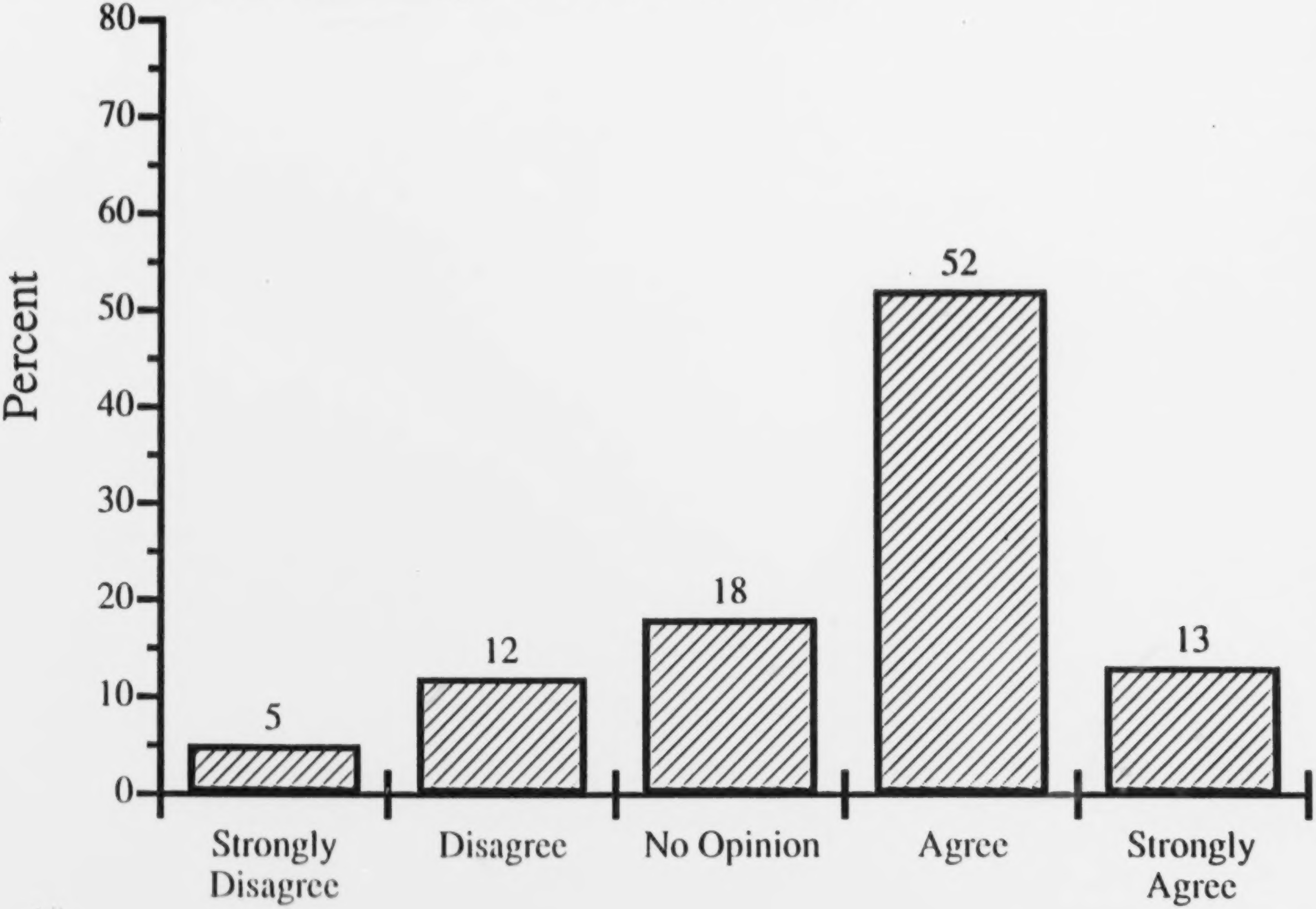
24-A

State Year Round
Patron Survey

Q16. The year-round schedule conflicts with the extracurricular activities my child participates in.



Q17. Day care in our family has not been any more of a problem with the year-round schedule.



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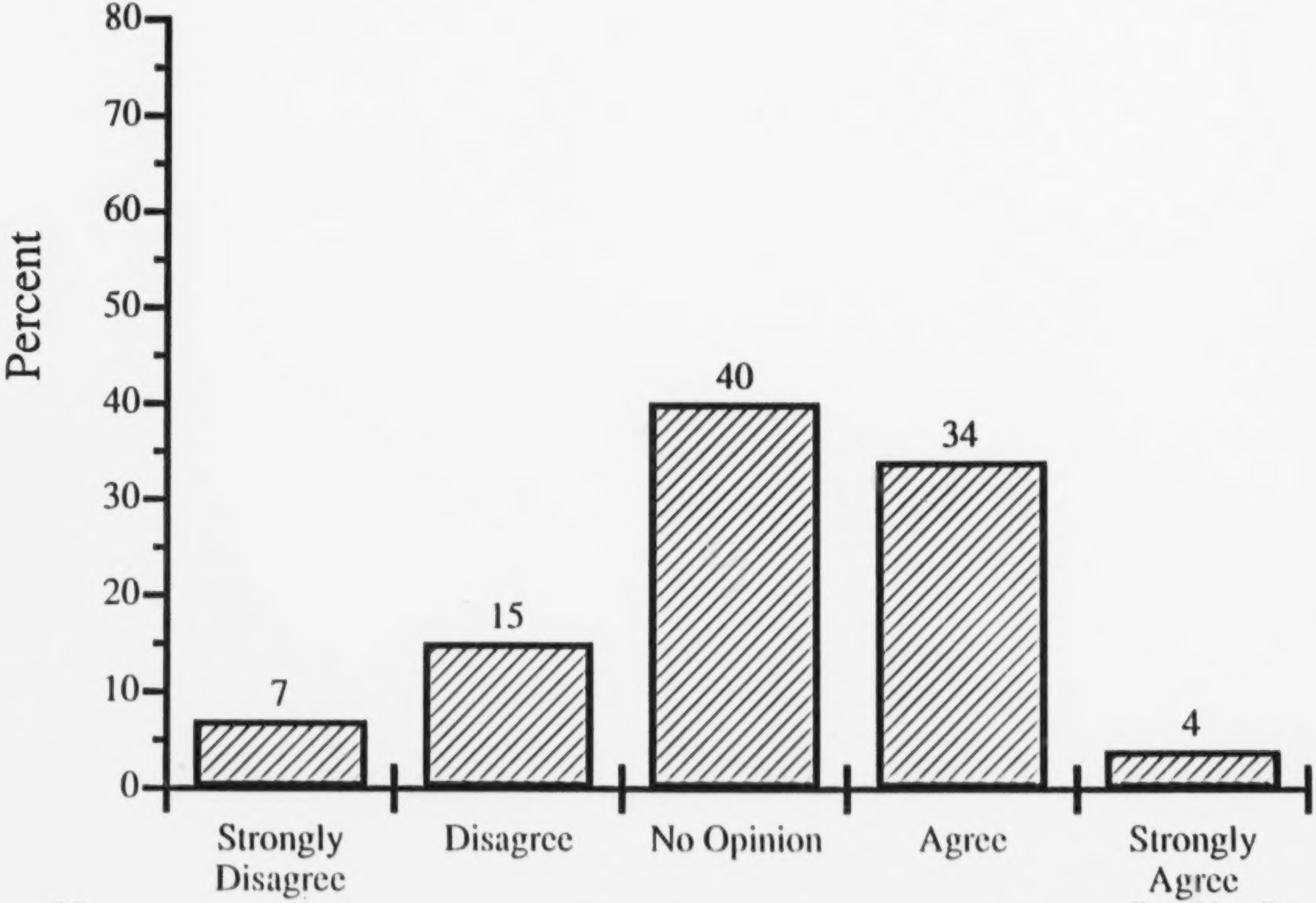
Families with students in both elementary and secondary schools had to adjust to two different school schedules. Patrons were asked to respond to the statement, "Having students on different school schedules has not been an inconvenience to our family." Forty percent of Year-Round patrons had no opinion on this statement, reflecting those patrons who had no children in secondary school. Approximately, twice as many Year-Round patrons (39%) responded that having students on different school schedules had not been an inconvenience to their family than said it had been an inconvenience (22%).

Patrons were asked if the frequent short breaks had caused problems in their family's schedule. Eighteen percent of Year-Round patrons agreed that the frequent short breaks had caused problems in their family's schedule. Four times as many patrons (81%) indicated that the frequent short breaks had not caused problems in their family's schedule. Two percent of Year-Round patrons expressed no opinion.

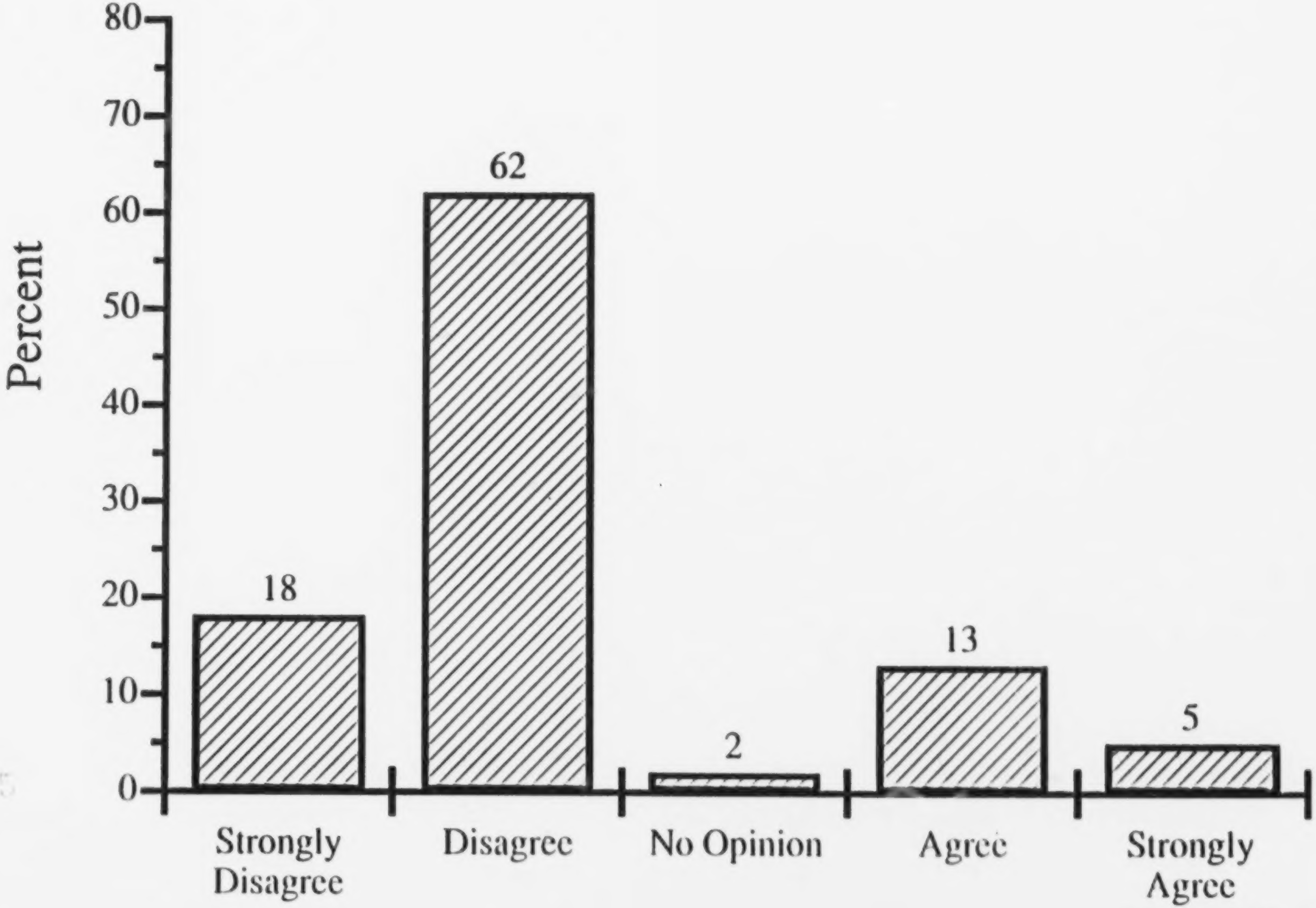
Most Year-Round schools do not schedule neighborhoods on the same track, although some schools allow neighborhoods to request less popular tracks as a group. Patrons have expressed concern that their children may be the only children in the neighborhood off-track and have no playmates during their off-track time. When patrons were asked if their child finds it hard to find playmates during the intersession breaks, sixty-five percent of Year-Round patrons indicated that their child does not find it hard to find playmates during the intersession breaks. Thirty-three percent of Year-Round patrons indicated that their child does find it hard to find playmates during the intersession breaks. Three percent of Year-Round patrons expressed no opinion on this item.

Because visitation for many divorced parents is traditionally awarded during the long summer vacation, patrons were asked to respond to the statement, "Child custody arrangements have not been difficult with Year-Round schooling." Sixty-six percent of Year-Round patrons expressed no opinion on this item, perhaps

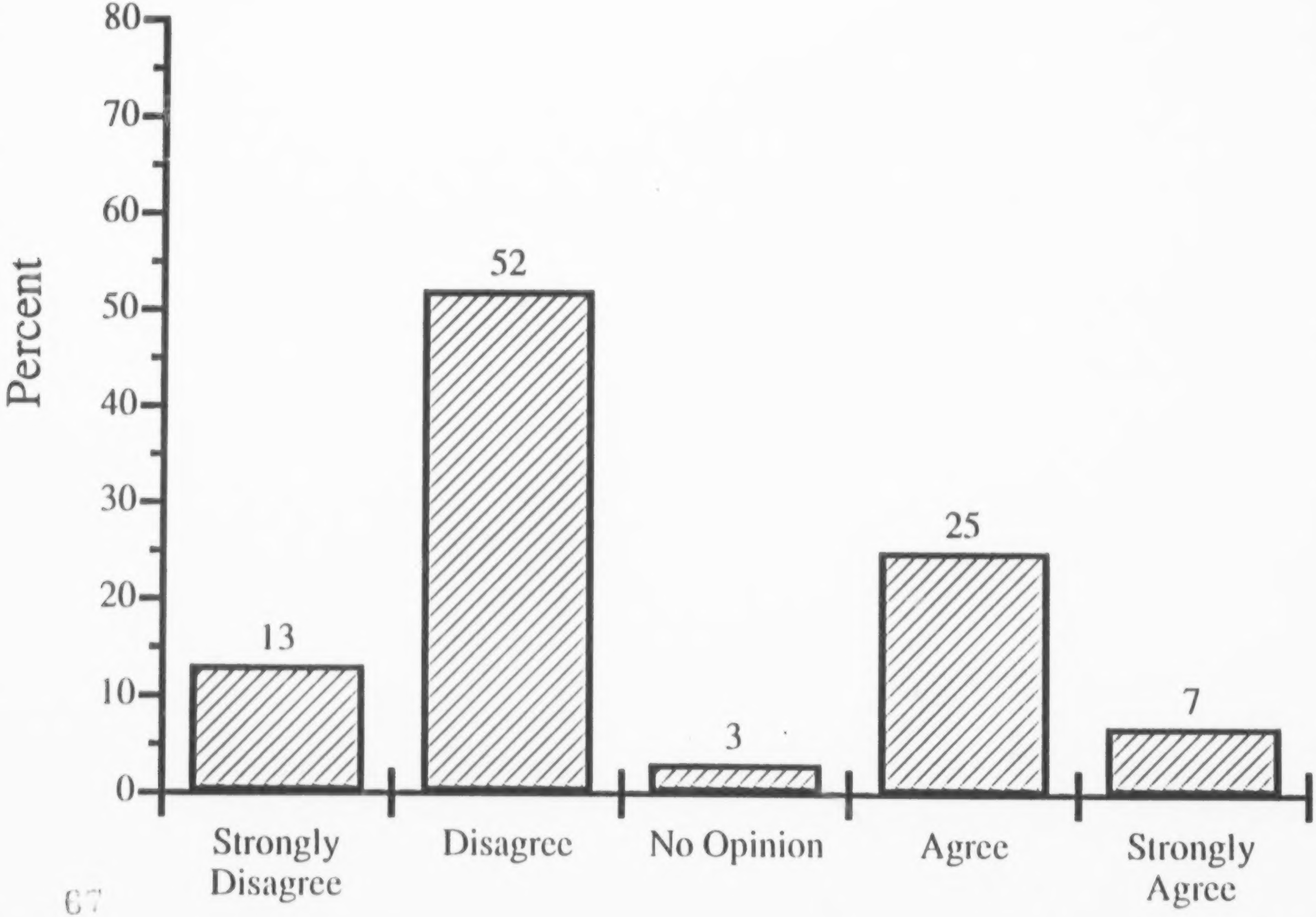
Q21. Having children on different school schedules has not been an inconvenience to our family.



Q22. Frequent short breaks cause problems in our family's schedule.

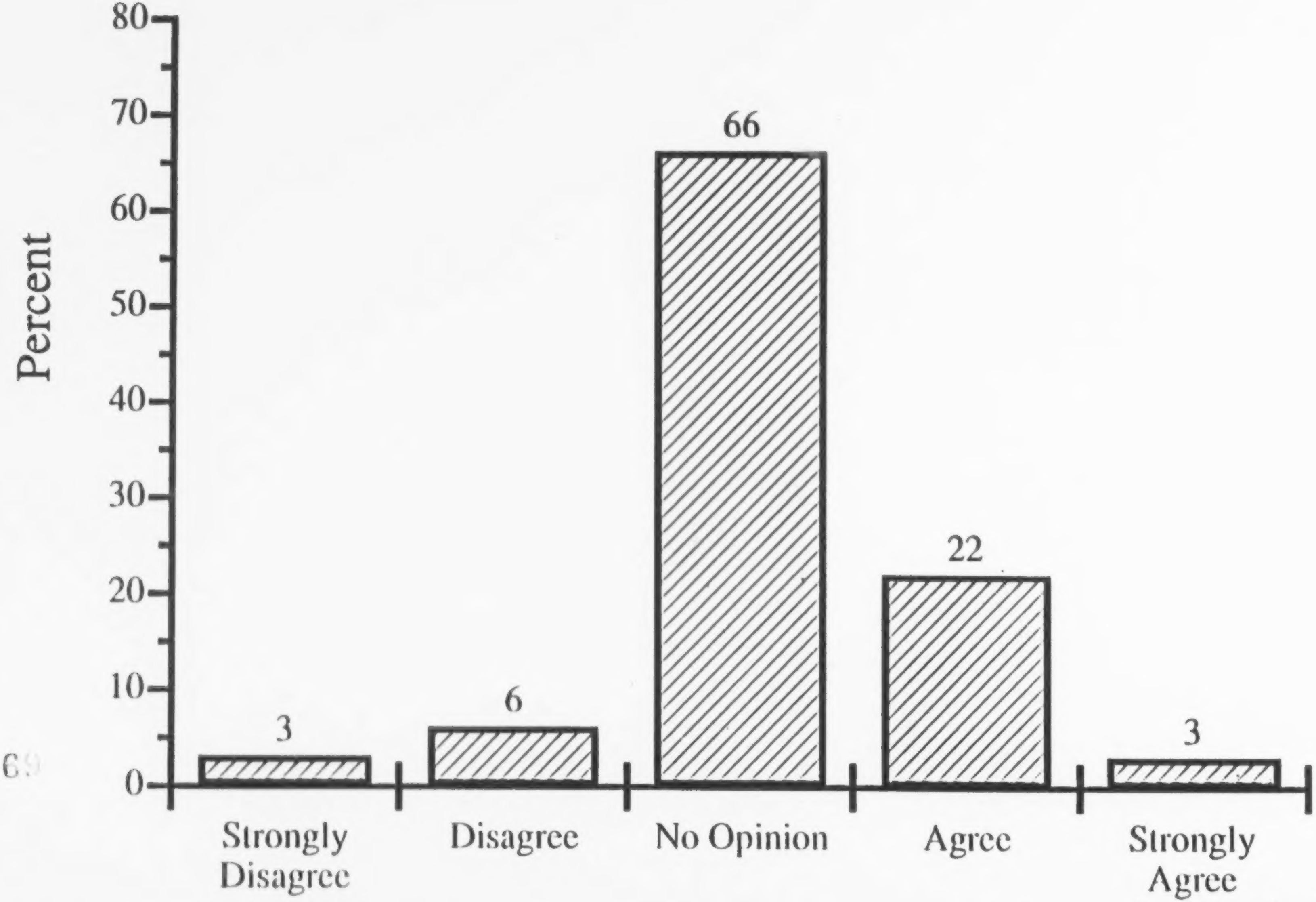


Q23. My child finds it hard to find playmates during the intersession breaks.



25-C

Q24. Child custody arrangements have not been difficult with year-round schooling.



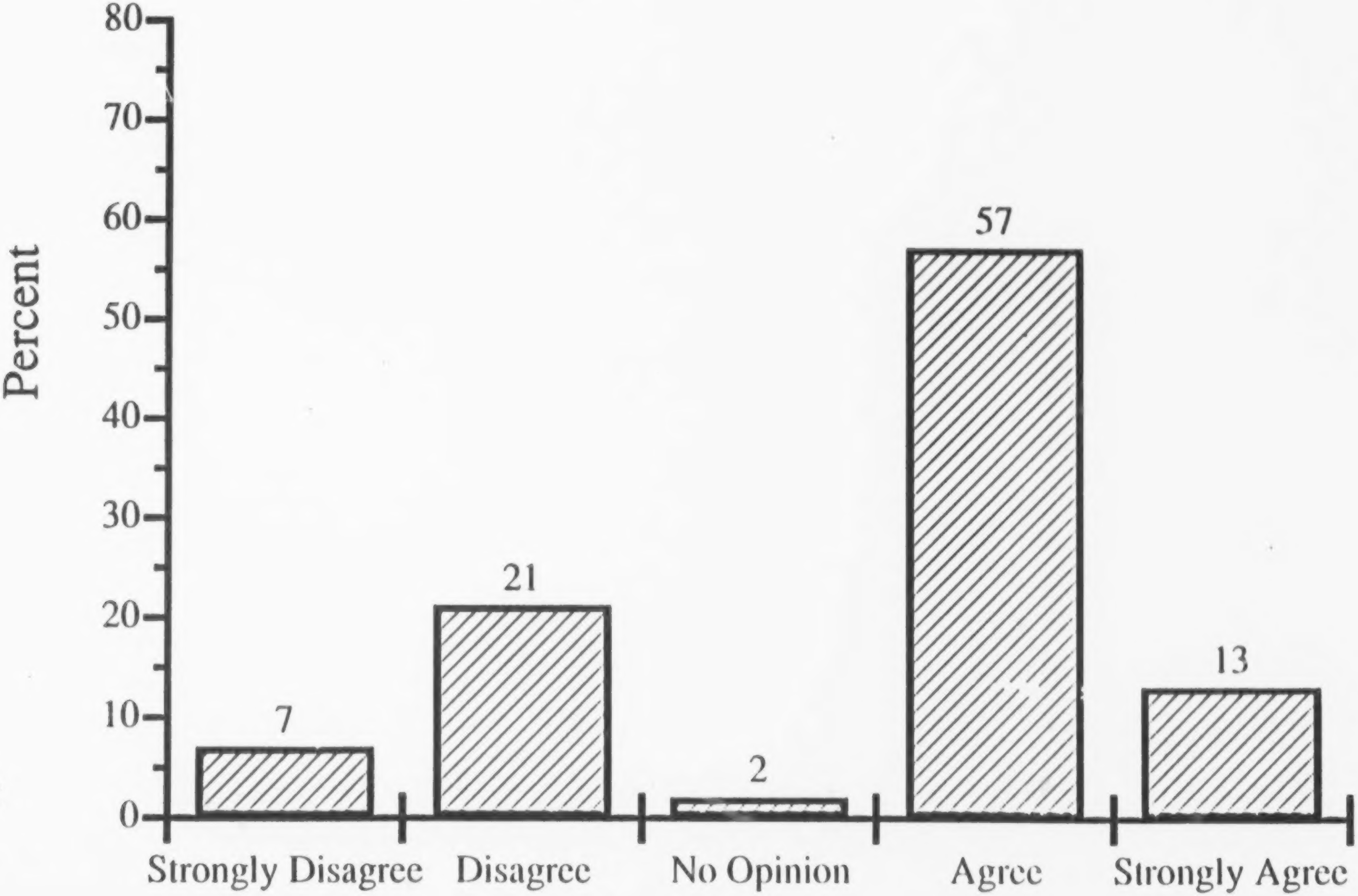
State Year Round Patron Survey

representing the number of families who are not involved with child custody arrangements. Twenty-five percent of Year-Round patrons agreed that child custody arrangement have not been difficult with Year-Round Education. Nine percent of Year-Round patrons disagreed, indicating that, for their family, child custody arrangement had been difficult on the Year-Round calendar.

The final issue for families addressed was planning family vacations. Patrons were asked to respond to the statement, "The Year-Round schedule has not made it any more difficult to plan family vacations." Seventy percent of Year-Round patrons agreed that the Year-Round schedule has not made it any more difficult to plan family vacations. Twenty-eight percent of Year-Round patrons responded that the Year-Round schedule has made it more difficult to plan family vacations. Two percent of Year-Round patrons had no opinion on this item.

Summary: The majority (from two-thirds to four fifths) of Year-Round patrons answered positively to all items concerning their family's experience with Year-Round Education. For items of a general nature, i.e. difficulty adjusting to the schedule, relative disadvantages, between seventy-five percent and eighty-five percent of Year-Round patrons expressed positive responses concerning their experiences with the Year-Round schedule. Between fifteen percent and twenty percent of Year-Round patrons expressed negative experiences on these same items. When patrons were asked about more specific experiences, i.e. students on different schedules, vacations, child custody, more patrons indicated that they had had problems in these areas. Interestingly, thirty-three percent of Year-Round patrons indicated that their child has difficulty finding other children to play with during off-track time, but only seventeen percent of Year-Round patrons indicated that they had problems with more day care during off-track time than they had had on the traditional calendar. Approximately one-fourth of Year-Round patrons reported problems with family vacations, child custody, and/or having more than one school schedule in their family. Although the majority of Year-

Q25. The year-round schedule has not made it any more difficult to plan family vacations.



Round patrons responded positively on all items, specific aspects of the Year-Round schedule create problems for some families.

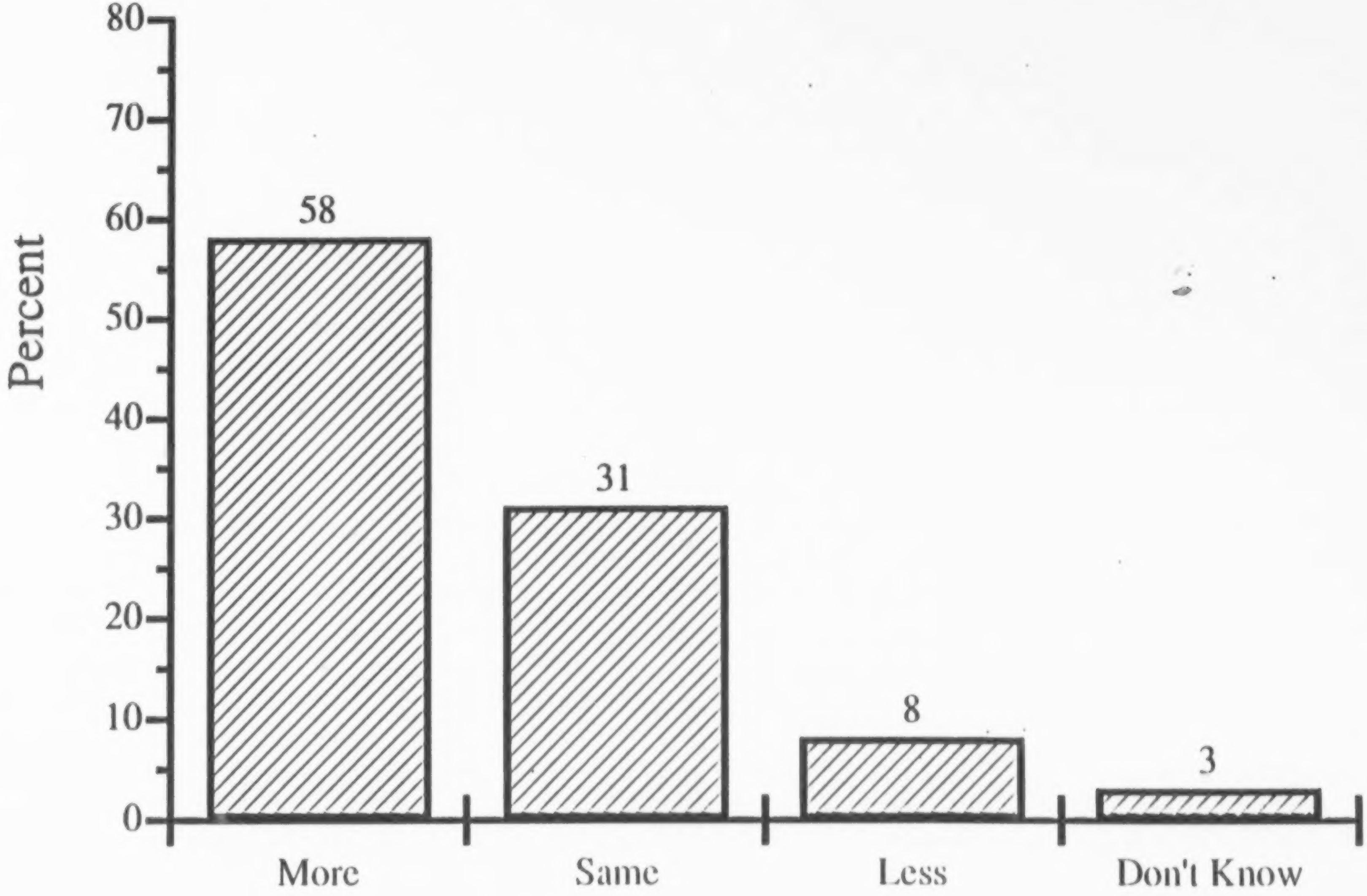
Patron Responses: Comparison of Traditional and Year-Round School

Patrons were next asked to compare their experience with Year-Round Education and their experience with the traditional nine month schedule on nine items, representing general areas of concern. Patrons were asked to indicate if they felt the benefits or problems described for each item occurred a) more on a Year-Round schedule than on a traditional schedule, b) the same on a Year-Round schedule as on a traditional schedule, or c) less on a Year-Round schedule than on a traditional schedule. A final response, "don't know" was used when the patron expressed no knowledge or opinion concerning the item.

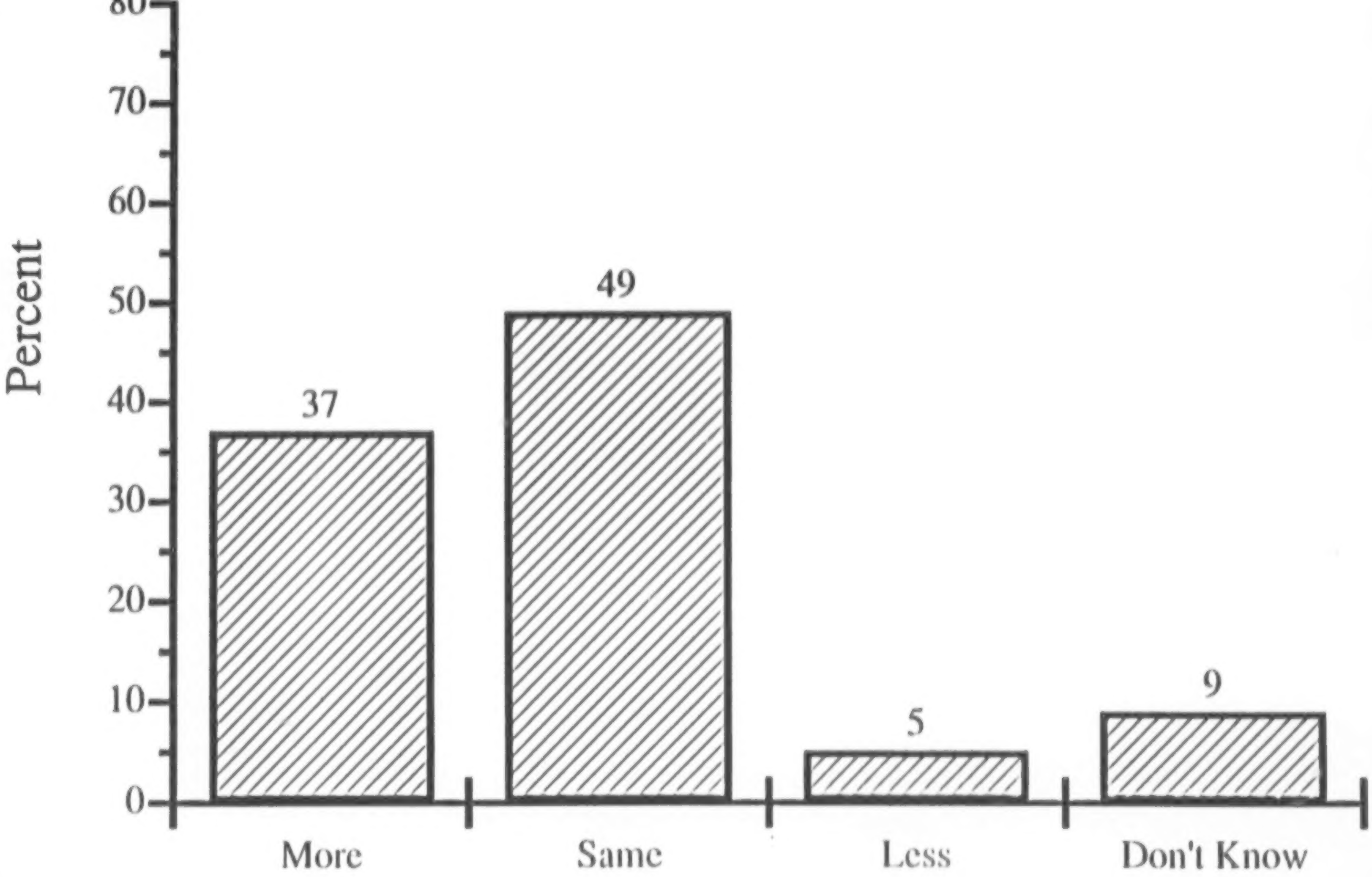
Patrons were asked how the Year-Round schedule effected their "child's opportunity to learn." Fifty-eight percent of Year-Round patrons indicated that they felt their child had more opportunity to learn on the Year-Round schedule; thirty-one percent of Year-Round patrons responded that their child's opportunity was the same on the Year-Round schedule as on the nine month calendar. Only, eight percent of Year-Round patrons felt that their child had less opportunity to learn on a Year-Round schedule than on the traditional calendar. Four percent did not know how their child's opportunity to learn on the Year-Round calendar compared with the traditional calendar. Thus, seven time more parents feel that their children have more opportunity to learn on a Year-Round schedule than feel that their children have less opportunity to learn.

Patrons were asked to compare their perception of the overall quality of their school, on the Year-Round calendar and on the traditional calendar. About half of Year-Round patrons (49%) responded that the quality of their school is the same on a Year-Round schedule as it was on a nine month calendar. Thirty-seven percent of Year-Round patrons felt that the quality of the school had improved on the Year-Round program, when compared to the traditional calendar. One seventh as many (5%) of Year-Round

Q26. Your child's opportunity to learn.



Q27. The overall quality of the school.



27-B

patrons indicated that the overall quality of the school was less on the Year-Round schedule than on the traditional calendar. Nine percent of Year-Round patrons were undecided on this issue.

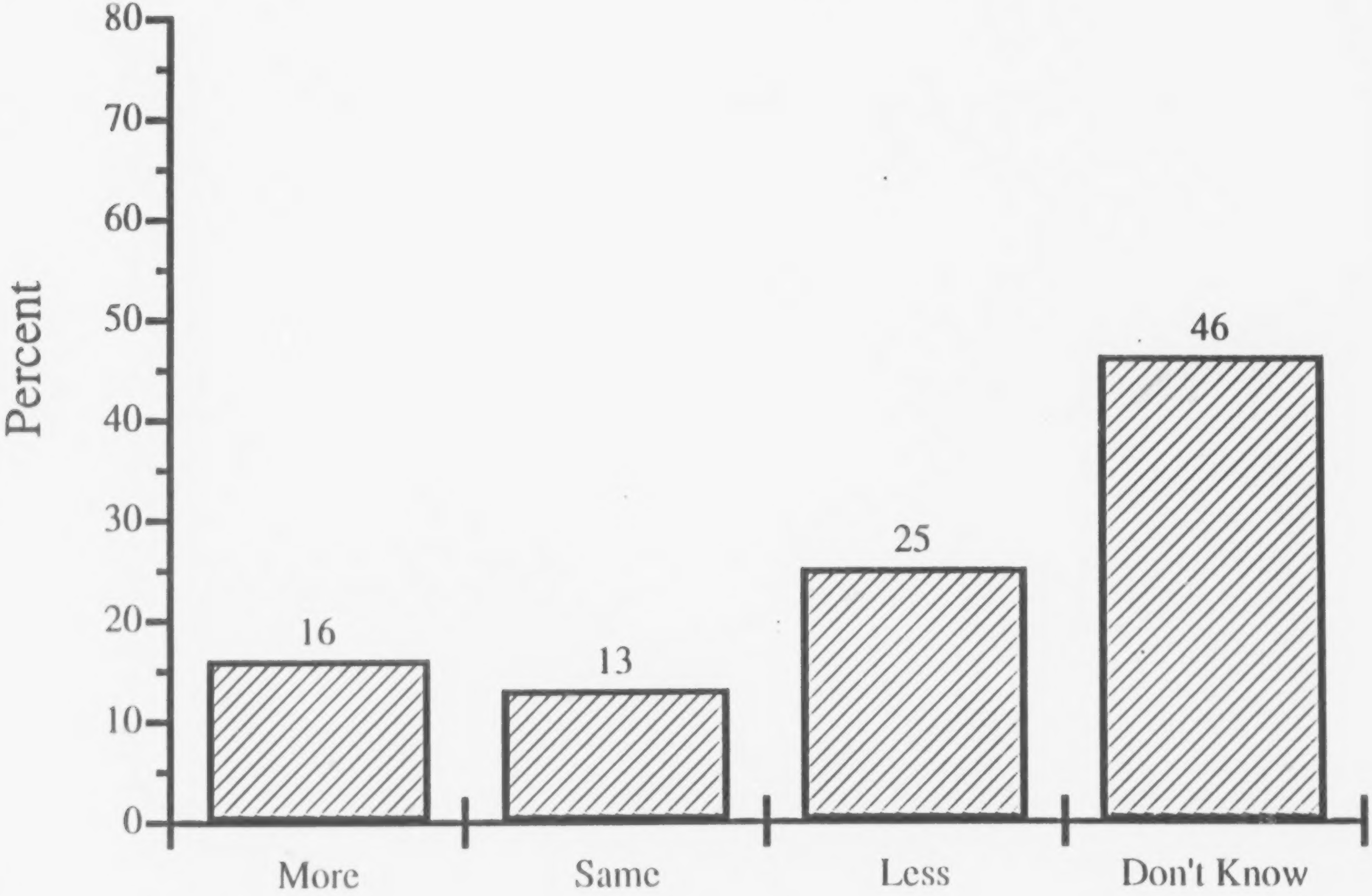
Patrons compared their perceptions of the expense of operating their school on the Year-Round schedule with the expense of operation on the traditional calendar. Not surprisingly, forty-six percent of Year-Round patrons responded that they did not know or have an opinion concerning the relative operational costs of the two programs. One-fourth (25%) of Year-Round patrons indicated that they felt the expense of operating their school was less on the Year-Round schedule than on the traditional calendar. Sixteen percent of Year-Round patrons indicated that they felt Year-Round Education was more expensive to operate in their school than the traditional calendar. Thirteen percent of Year-Round patrons responded that the expense of operating their school as Year-Round school was the same as operating the school as a traditional school.

Patrons' perceptions of the amount of teacher burnout occurring on the Year-Round schedule were compared with their perceptions of the amount of teacher burnout which might occur on a traditional calendar. Forty-nine percent of Year-Round patrons felt that teacher burnout is less on the Year-Round schedule than on the traditional calendar. Less than a third as many (13%) of Year-Round patrons responded that they expected more teacher burnout on the Year-Round schedule. Twenty-eight percent of Year-Round patrons indicated that they did not know what the relative amounts of teacher burnout may be. Eleven percent of Year-Round patrons indicated that they felt there would be no difference between teacher burnout on the Year-Round schedule and the traditional calendar.

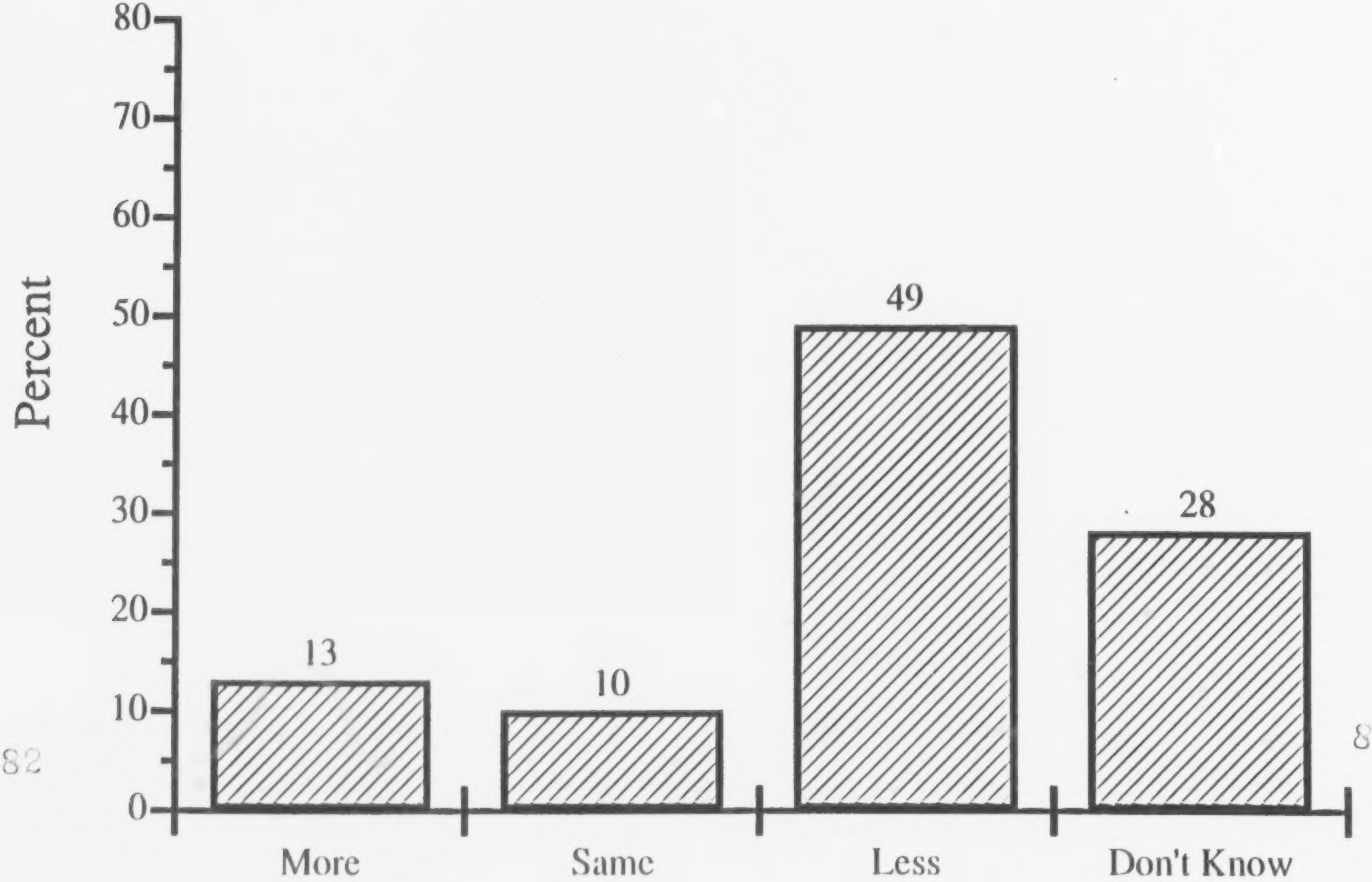
We asked patrons to share their perceptions of about the amount of individual attention their child receives, now their school is on a Year-Round schedule compared to before on a traditional calendar. The majority of Year-Round patrons (53%) responded that they perceived no difference between the amount of individual

Q28. The expense of operating the school.

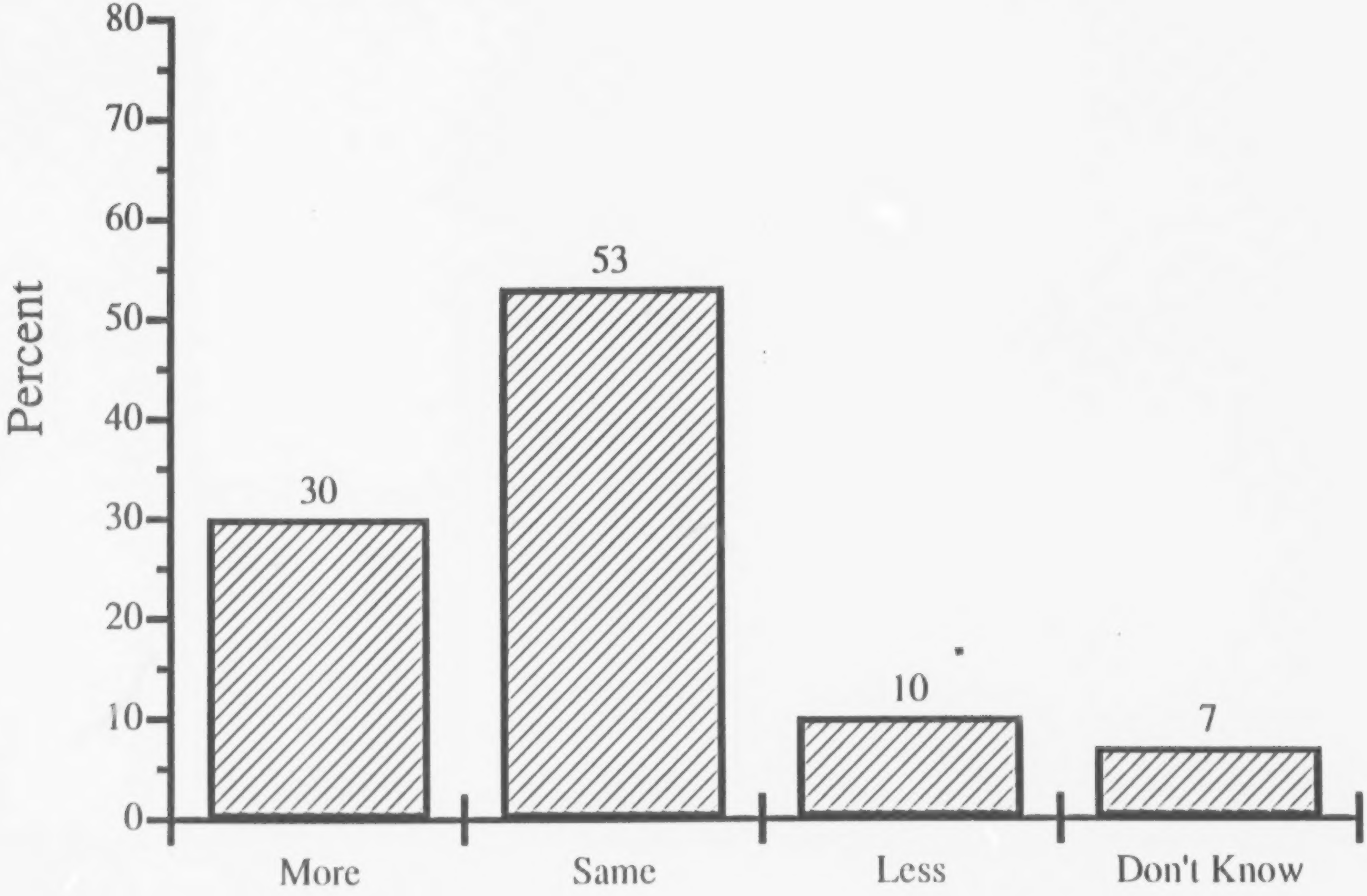
28-A



Q29. The amount of teacher burn-out.



Q30. The amount of individual attention your child receives.

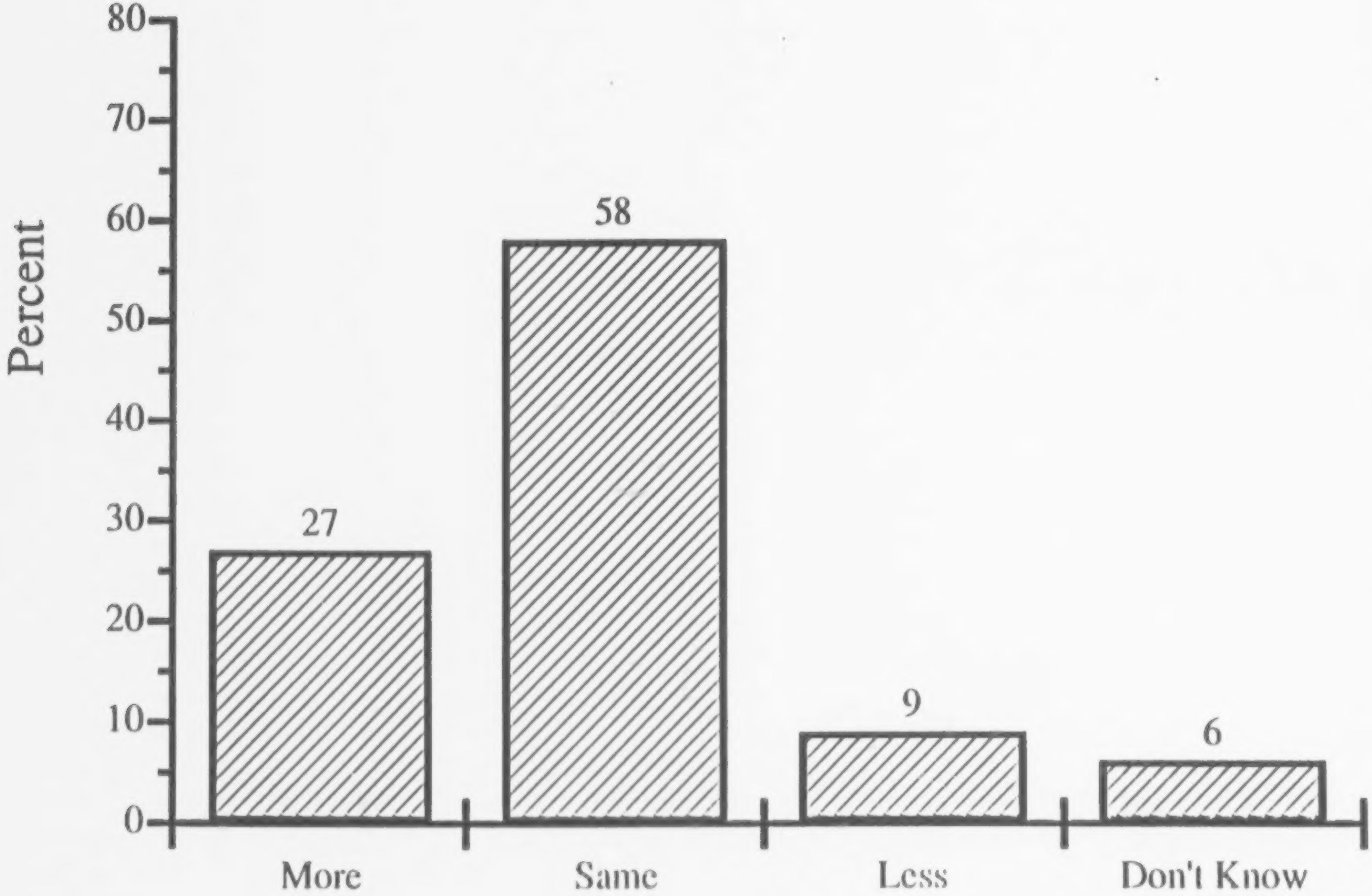


attention their child received on the Year-Round schedule and the amount of individual attention their child received in a traditional school. Thirty percent of Year-Round patrons responded that their child received more individual attention on the Year-Round schedule than in the traditional school. One third as many (10%) indicated their perception is that their child received less individual attention on the Year-Round schedule than in the traditional school. Six percent of Year-Round patrons indicated that they did not know about any difference in individual attention on the two programs.

Patrons were asked to compare the quality of the relationship between their child and the child's teacher on the Year-Round schedule and the traditional calendar. Fifty-eight percent of Year-Round patrons responded that there was no difference between the quality of the relationship between their child and the child's teacher on the Year-Round schedule and the traditional calendar. Twenty-seven percent of Year-Round patrons indicated that they felt the relationship between the child and teacher is of better quality on the Year-Round schedule than on the traditional calendar. Nine percent of Year-Round patrons responded that the quality of relationship between their child and the teacher was not as good on the Year-Round schedule as on the traditional calendar. Six percent of Year-Round patrons expressed no opinion concerning any change in the quality of the relationship between student and teacher on the two schedules.

Patrons were asked to compare the willingness of teachers to work with them, as parents, on the Year-Round schedule and the traditional calendar. Sixty percent of Year-Round patrons indicated that there is no difference between the willingness of teachers to work with parents on the Year-Round schedule and the willingness of teachers to work with parents on the traditional calendar. Thirty-two percent of Year-Round patrons indicated that teachers were more willing to work with parents on the Year-Round schedule, than they were on the traditional calendar. Five percent of Year-Round patrons indicated that teachers were less willing to

Q31. The quality of the relationship between your child and the teacher.



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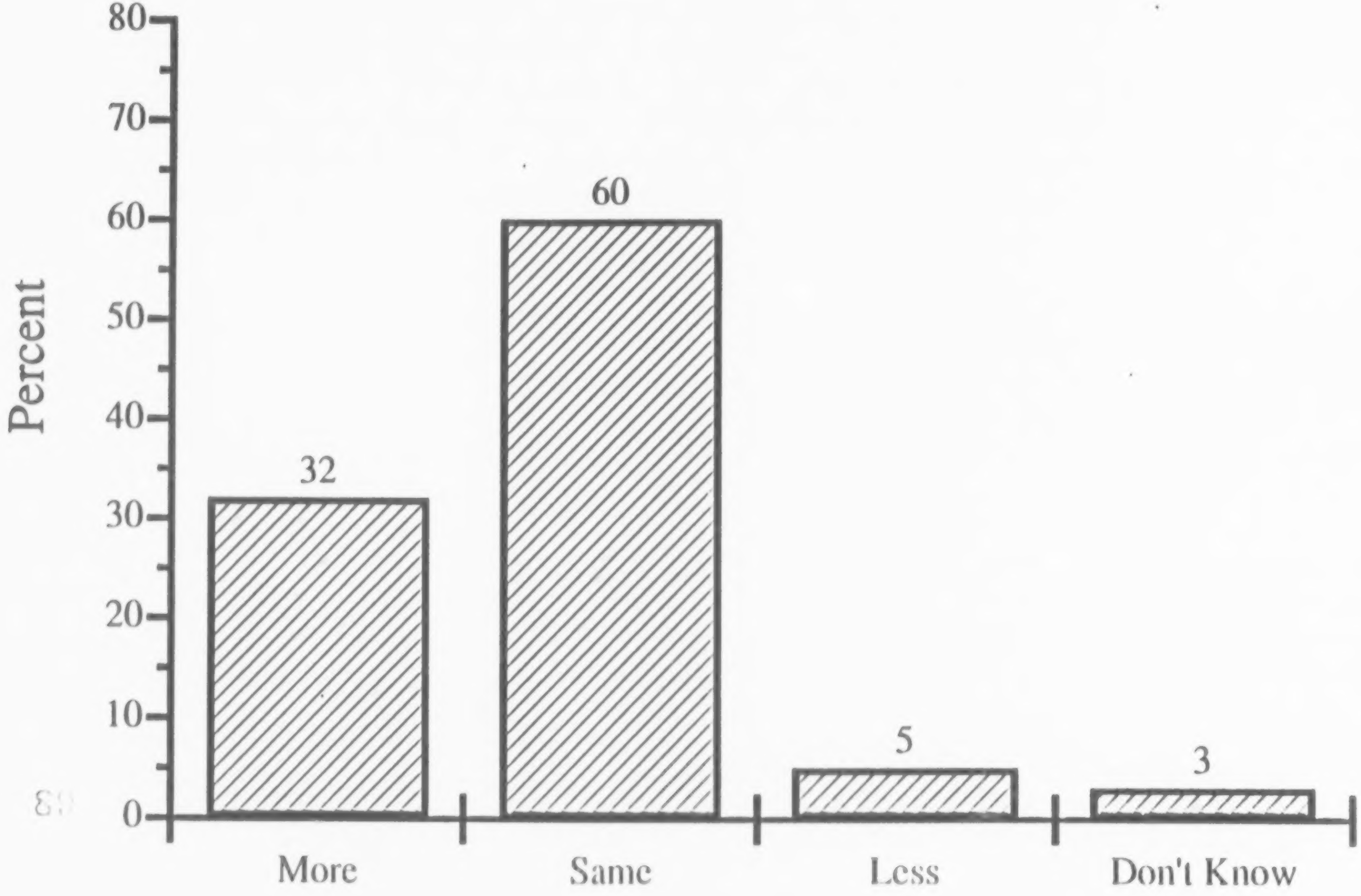
Q32. How willing your child's teacher is to work with you.



work with parents on the Year-Round schedule than they were on the traditional calendar. Three percent of Year-Round patrons had no opinion on this item.

The steering committee was interested in patron perceptions of crowdedness in the alternative program schools. Patrons were asked if their school felt more crowded, less crowded or the same on a Year-Round schedule compared with a traditional calendar. Forty-eight percent of Year-Round patrons indicated that their school felt less crowded on a Year-Round schedule than it had on a traditional calendar. One-fourth as many (11%) felt that the school was more crowded on the Year-Round schedule than on a traditional calendar. About a third of patrons (32%) indicated that their school felt the same, in terms of crowdedness, on the Year-Round schedule as it did on the traditional calendar. Eleven percent of Year-Round patrons responded that they did not know whether the school would feel more, less or the same level of crowdedness on Year-Round schedule as on the traditional program.

Patrons were asked about the quality of information they receive about their child's progress, especially during parent teacher conferences. Sixty-six percent of Year-Round patrons indicated that the quality of information that they received about their child's progress was the same on the Year-Round schedule as it had been on the traditional calendar. Twenty-five percent of Year-Round patrons responded that they receive better quality information concerning their child's progress on a Year-Round schedule than on the traditional calendar. About as third as many (6%) of Year-Round patrons consider the quality of information about their child's progress received from the Year-Round school to be of lesser quality than that received from the traditional school.

Summary: On all nine aspects of the educational process included on this questionnaire, the majority of Year-Round patrons rated Year-Round Education as the same or better than the traditional nine month school.

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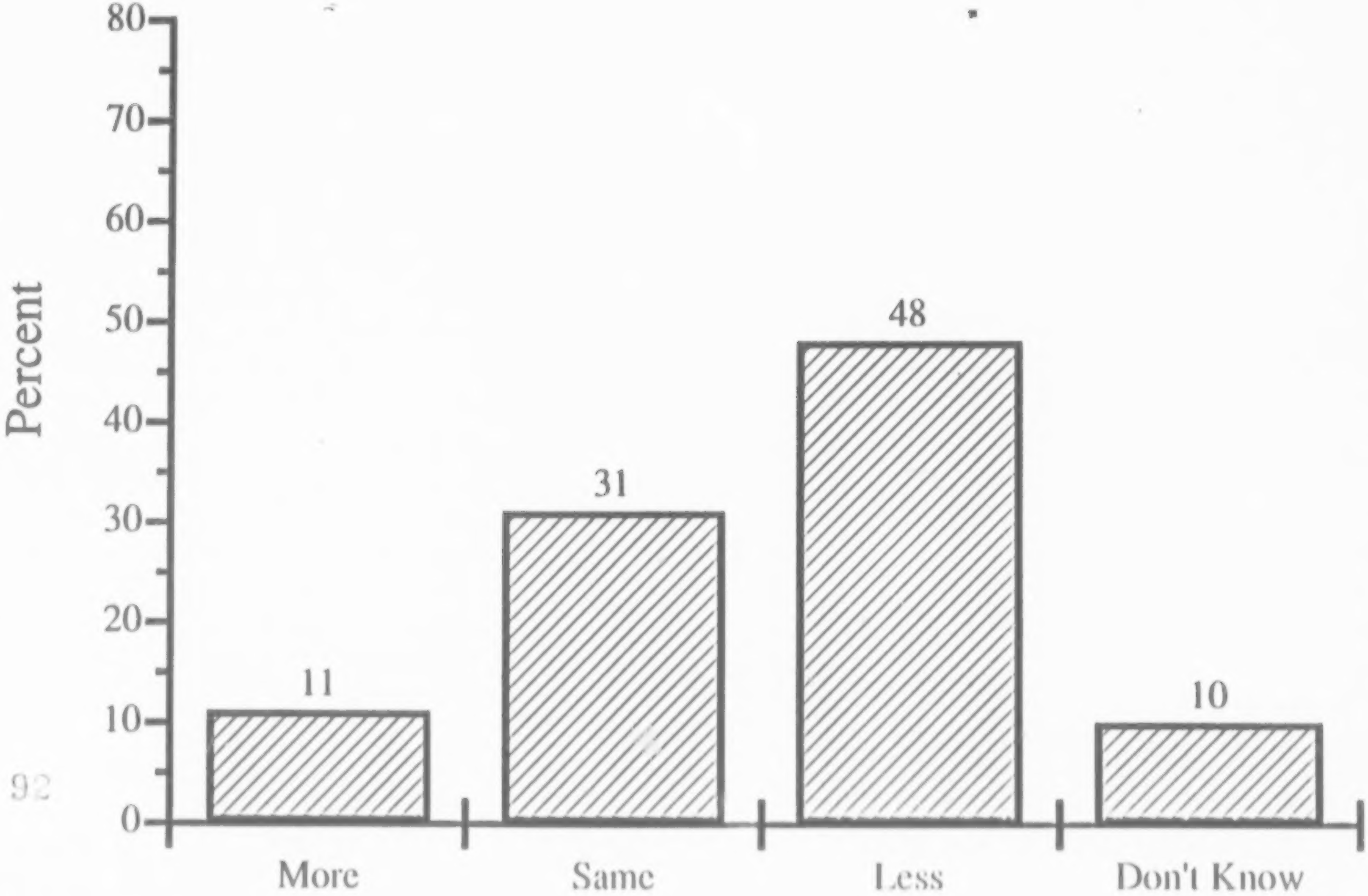
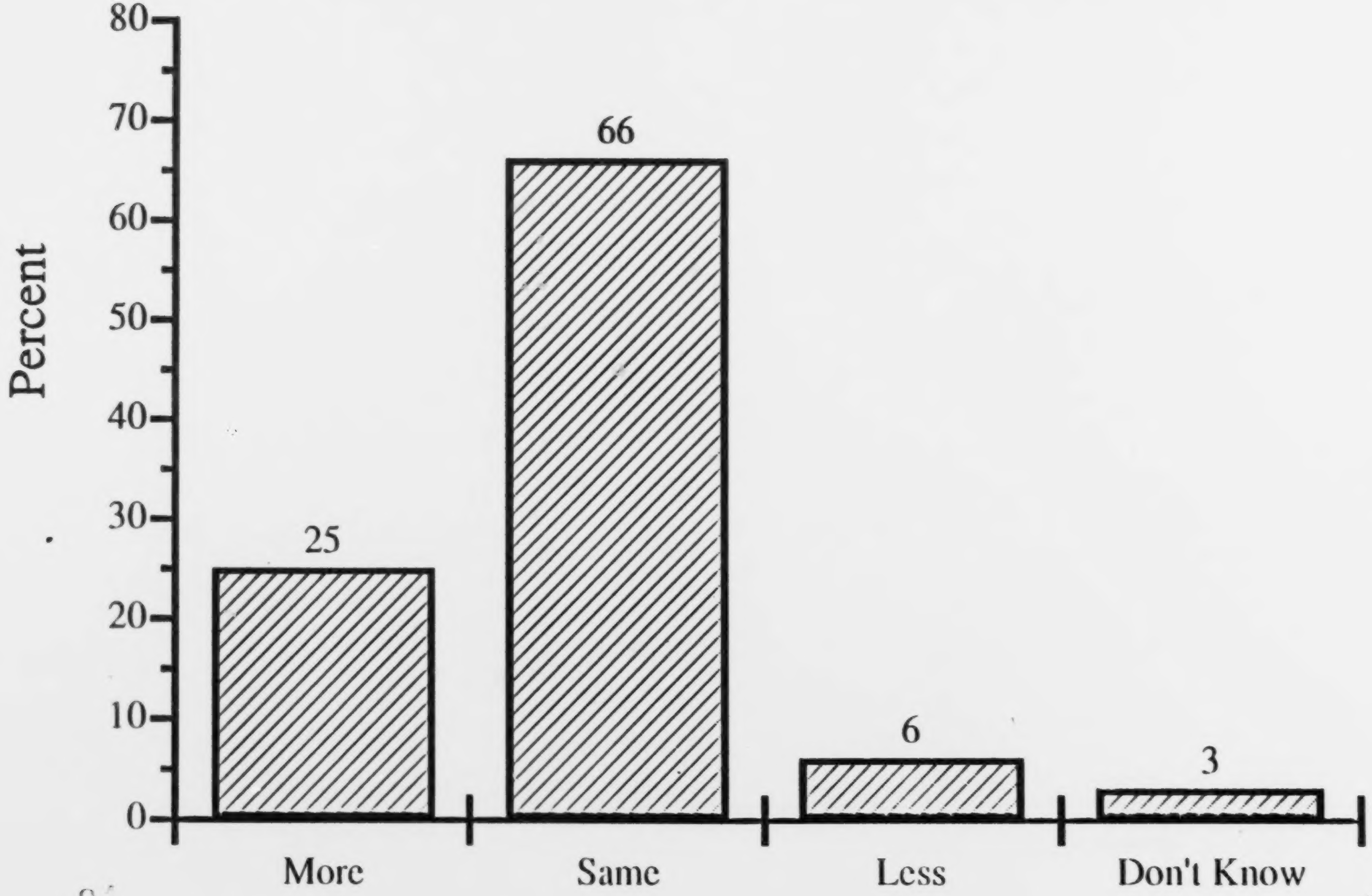
Q33. How crowded the school feels.



Q34. The quality of information you receive about your child's progress during parent-teacher conferences.



30-B

Overall Rating of Year-Round Education

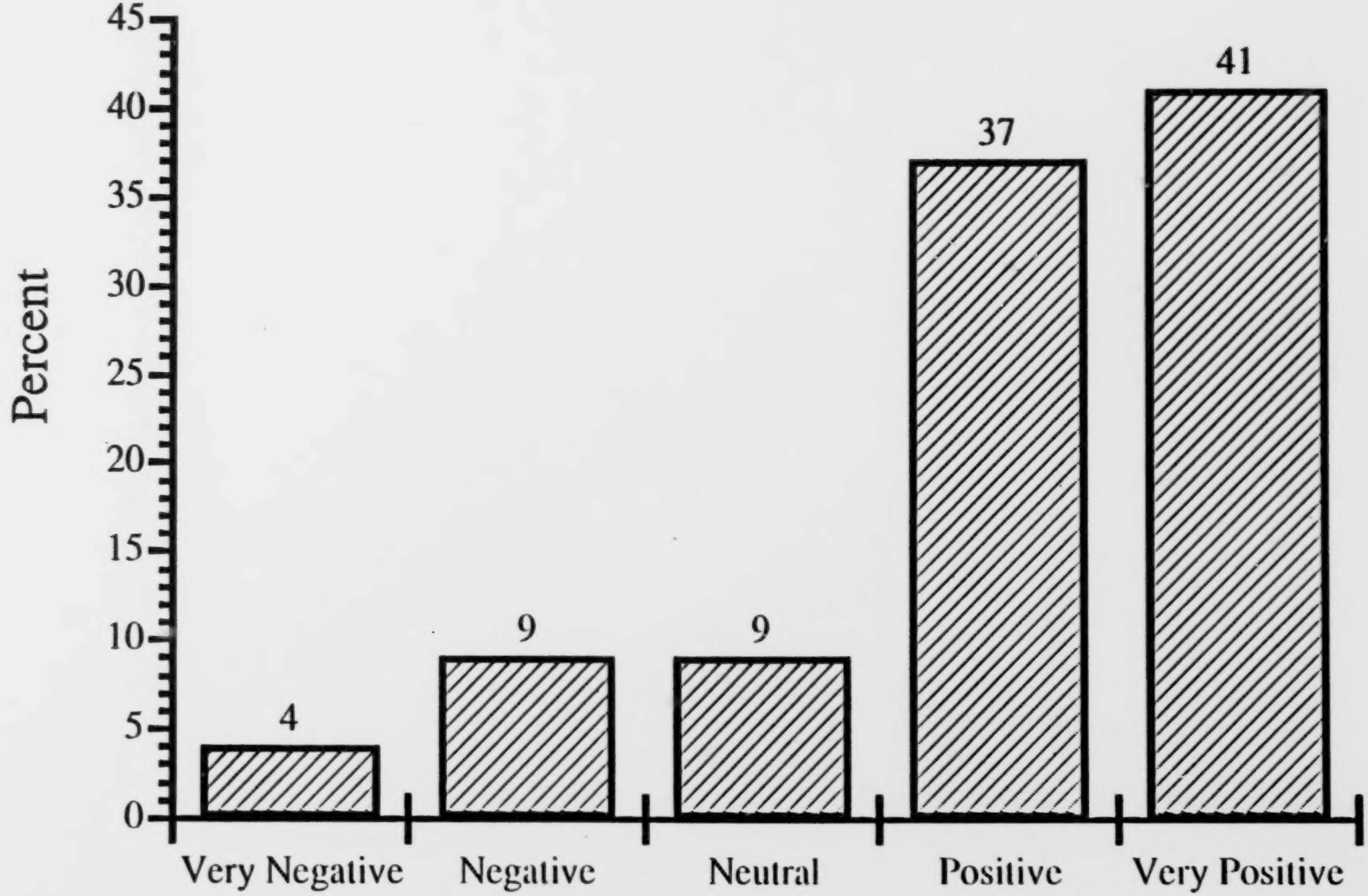
Patrons were asked to give their overall evaluation of Year-Round Education, using the scale: very negative, negative, neutral, positive, and very positive. Seventy-eight percent of Year-Round patrons reported their evaluation of Year-Round Education to be positive or very positive. Those giving a negative or very negative evaluation of Year-Round Education constituted only thirteen percent of patrons or one-sixth as many as had given Year-Round Education a positive rating. Nine percent of Year-Round patrons responded that they were neutral in their opinion concerning Year-Round Education.

To this point in the report, we have portrayed patrons' responses to possible benefits and problems with Year-Round Education. Their generally positive responses show Year-Round education to be a possible solution to the problem of Utah's growing school age population. The question yet remains of how these patrons who have direct experience with Year-Round Education view it in comparison with other possible solutions. Some of the patrons will not have had direct experience with other alternatives solutions presented. When this is the case, they will be comparing their direct experience with one possible solution with what they imagine other solutions might be like. This is true especially of solutions much as Extended Day and double sessions. Most patrons will have some experience with solutions such as increasing the tax burden or creating larger classes to allow students to continue on a traditional schedule.

To force comparisons across the set of possible solutions discussed in Utah, patrons were given a list of the possible solutions for handling the growth in student population in their districts. They were asked to choose the solution they prefer. Choices included a) Extended Day, b) Year-Round Education, c) traditional schedule with larger classes, d) traditional schedule with same size classes and higher taxes, e) double session, and f) no preference.

Seventy-eight percent of Year-Round patrons chose Year-Round

Q35. What is your overall evaluation of year-round education?



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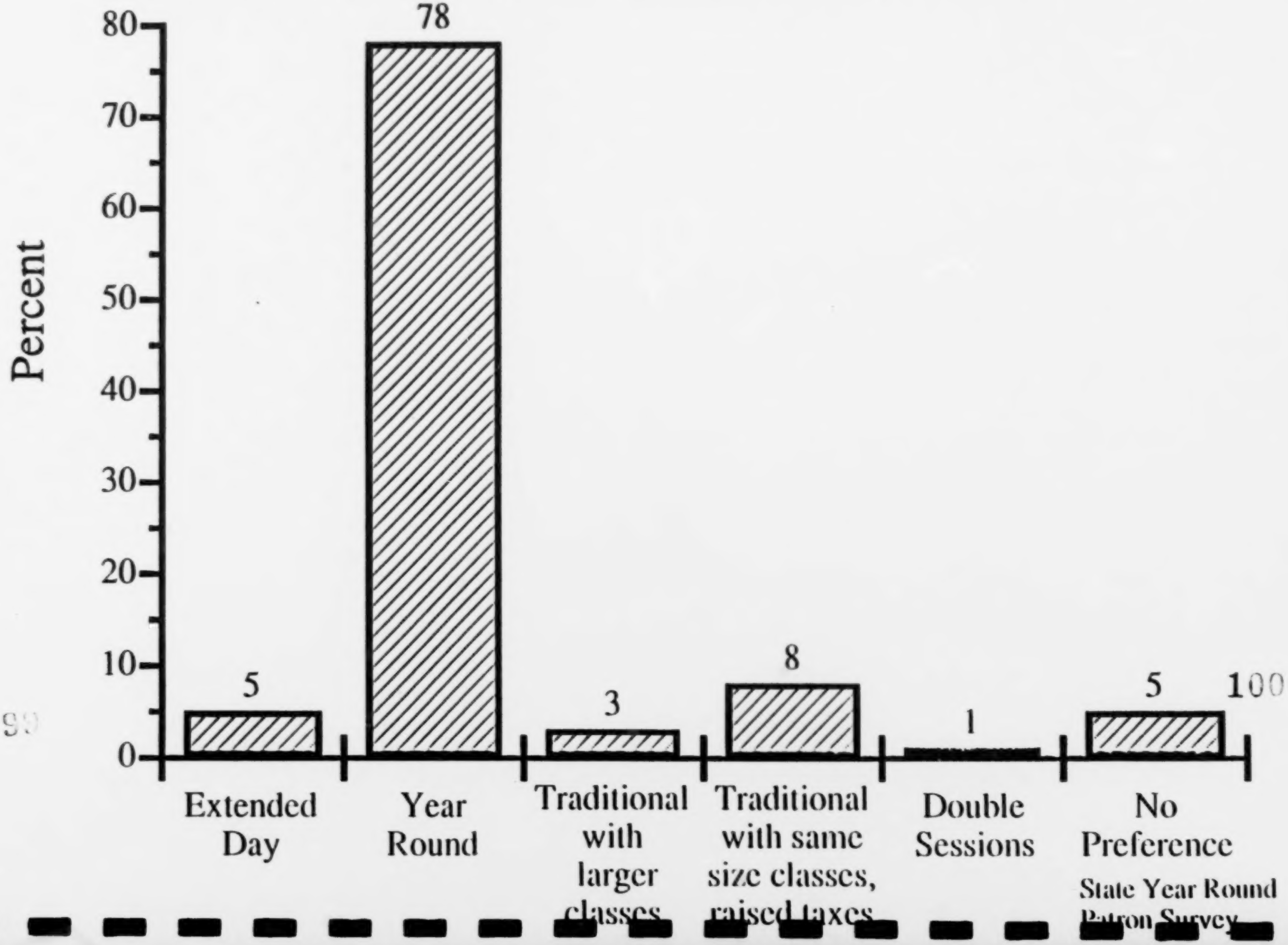
Q36. Which of the following possible solutions to the growth problems in your district would you prefer?



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Education as their preferred solution to the problem of housing large student populations. Each of the other options were chosen by less than ten percent of the Year-Round patrons. Eight percent of Year-Round patrons preferred raised taxes to maintain traditional schools without larger classes. Five percent of Year-Round patrons preferred the Extended Day program over all other options. This is about one-fifteenth as many as preferred Year-Round Education. Five percent of Year-Round patrons indicated a preference for traditional school with larger classes. One percent of Year-Round patrons preferred double sessions to all other options and five percent of Year-Round patrons had no preference.

Strengths and Weaknesses of the Program

Patrons were asked to identify the strengths and weakness of the Year-Round calendar.

Forty percent of Year-Round patrons identified better retention of learning as a strength of the Year-Round program. Thirty-two percent of Year-Round patrons like the several, short breaks provided by the calendar; fourteen percent said the breaks were good for family vacations. Nineteen percent of Year-Round patrons said their children were less bored; fourteen felt there was less student burnout. Fourteen percent of Year-Round patrons said that they liked having a shorter summer.

On the other side of the issue, nine percent of Year-Round patrons indicated that babysitting problems were a weakness of Year-Round Education. Fifteen percent of Year-Round patrons indicated that scheduling vacations was a problem, and sixteen percent of Year-Round patrons said that conflicting school schedules were a weakness of the program. Twenty-six percent of Year-Round patrons stated that the Year-Round program had no weaknesses.

Lists of both strengths and weakness given for Year-Round Education can be found in Appendix F.

Comparison of Responses for Family Type

Concern has been expressed that the Year-Round calendar creates greater hardship for families with secondary school students, because it places elementary students on a different than their older siblings. Statistical comparisons were made between the responses of Year-Round patrons with secondary school students and those without secondary students on key questions. Comparisons were made between the responses of patrons with high school students and those without high school students, and between those with junior high school students and those without junior high school students and by family category on the following items:

> 'The disadvantages of Year-Round Education outweigh the benefits";
>
> "I am unhappy about the changes we have had to make in our family schedule to accommodate the Year-Round calendar";
>
> "We have found it difficult to adjust our family schedule to the Year-Round calendar";
>
> "The frequent short breaks have caused problems for our family";
>
> "The Year-Round calendar has not made it any more difficult to plan family vacations"; and
>
> Patron's overall evaluation of Year-Round Education.

When only experienced schools were included in the analysis, few significant differences between patrons with secondary students and patrons without secondary students. Almost two times as many patrons with high school students (20%) gave Year-Round Education a negative or very negative rating than did patrons without students in high school (11%). (p=.01) Similarly, significant differences were found on only one item for patrons with junior high school students. Thirty-three percent of patrons with students in junior high school reported that family vacations were more difficult to schedule, compared with twenty-six percent of patrons without students in junior high school. (p=.025)

Comparison of the responses to the same items for families in various categories, i.e. number of parents in the home and number of parents employed, also showed only one significant difference. Thirty percent of Year-Round patrons who indicated that there was only one unemployed parent in the home found the short breaks on the Year-Round calendar to be a problem. This compares with only seventeen percent of Year-Round patrons who were employed single parents and sixteen percent of Year-Round patrons with two employed adults living in the home. (p=.028)

We found that when the eleven "new" or first year schools were included in the analysis, significant differences occurred. Patrons with students in high school, were slightly less positive about schedule changes and overall evaluation of the program. When asked if they were unhappy with changes that their family had to make to accommodate the Year-Round schedule, twenty-four percent of Year-Round patrons with high school students agreed that they were unhappy with changes required, compared with thirteen percent of Year-Round patrons with no high school students. (p=.007) Twenty-one percent of Year-Round patrons with high school students indicated that it was hard for their family to adjust to the Year-Round calendar, compared to fourteen percent of Year-Round patrons without high school students. (p=.012) Similarly, more patrons with high school students found the short breaks to be a problem (24%), than patrons without high school students (16%). (p=.028) Family vacations were a problem for forty-one percent of Year-Round patrons with high school students, compared to twenty-five percent of Year-Round patrons without high school students. (p=.005) Twenty percent of Year-Round patrons with students in high school gave Year-Round Education a negative or very negative rating, compared with eleven percent of Year-Round patrons without students in high school. (p=.001)

Again, when the eleven new schools were included, similar patterns were found with patrons who have students in junior high school. Twenty-four percent of Year-Round patrons with junior high school students indicated that they were unhappy about the changes made in their family schedule to accommodate Year-Round Education, compared to twelve percent of Year-Round patrons without junior high school students. (= .0004) Eighteen percent of Year-Round patrons with junior high students reported that they found it difficult to adjust their family schedule to the Year-Round calendar, compared with twelve percent of Year-Round patrons without junior high school students. (p=.0001)

Twenty-five percent of Year-Round patrons with junior high school students reported that the short breaks in the calendar cause problems for their family, compared with fifteen percent of Year-Round patrons without students in junior high school. (p=.005) Thirty-eight percent of Year-Round patrons with students in junior high reported that family vacations were more difficult to schedule, compared with fifteen percent of Year-Round patrons without junior high school students. (p=.0001) Eighteen percent of Year-Round patrons with students in junior high school gave Year-Round Education a negative or very negative rating, compared with eleven percent of Year-Round patrons without students in junior high school. (p=.0121)

It is apparent that, in the first year of implementation of the Year-Round calendar, families with students in secondary schools have difficulty adjusting to two different school schedules. However, once the patrons have experience with the program, they seem to adapt to the requirements of the schedule.

Summary. Although the majority of Year-Round patrons rate the Year-Round program positively, and have not found the adjustments to the Year-Round program to be a hardship, in the first year of implementation, the program has had a different impact on families with secondary students than on those without secondary students. As experience with the program increases, these problems seem to reduce.

The Effect of Re-Registration on Patron Attitude

Year-Round schools have developed different policies about assignment of students to track, or registration, after the first year of operation. Some Year-Round schools have operated several years without re-registration, others re-register the entire school population every year. Re-registration is frequently conducted in order to balance track size and/or offer access to more popular tracks to more families. Anecdotal information from principals and patrons indicated that re-registration may create negative feelings on the part of the patrons and increased stress for the principal. Chi Square comparisons were made between the patrons' overall evaluation of Year-Round Education in schools who had recently re-registered students and patrons' overall evaluation in schools which had not re-registered students. Significant differences were found between responses made by the two groups. (p=.015) Although the percentage of Year-Round patrons giving Year-Round Education a positive rating were almost identical (74%), forty-one percent of patrons from schools which had not recently re-registered rated Year-Round Education very positive compared with thirty-four percent of Year-Round patrons from schools recently experiencing re-registration. More patrons from schools which had re-registered rated Year-Round Education negatively or very negatively (15%), than patrons from school which had not re-registered (10%). While re-registration does not appear to make great differences in patrons overall rating of the program, there is some evidence that re-registration may negatively effect the attitude of percentage of Year-Round patrons.

Comparison of Winter and Spring Patron Responses

Patrons responses in Winter and Spring samples were compared. Significant differences were found for only four items. Although patrons in both samples reported that they were satisfied with the way that their school had implemented the Year-Round program (84%, 86%), patrons in the Winter sample expressed a significantly stronger opinion about the implementation (36% strongly agree, compared with 26% strongly agree). (p=.039) When asked if day care was a greater problem on the Year-Round calendar than on the traditional calendar, twice as many patrons in the Spring sample expressed no opinion as in the Winter sample (12% Winter, 23% Spring). (p=.001) Patrons in the Spring sample felt that Year-Round Education increased their child's opportunity to learn more (62%), than in the Winter sample (53%). (p=.035) Finally, when asked about their perceptions of school crowdedness, almost twice as many patrons in the Spring sample felt that their school was more crowded on the Year-Round program than on the traditional calendar (8% Spring, 14% Winter). More patrons in the Spring sample indicated that the crowdedness of the school was the same on a Year-Round calendar as the traditional calendar (29% Winter, 34% Spring). (p=.009)

We feel it unjustified to establish any pattern in patron perceptions based on only four significant differences. There may be a tendency for patrons who are on the program longer to forget previous experience, i.e. more "no opinion" responses concerning relative problems with day care, or less emphatic responses concerning the implementation of the program.

Overall Summary of Patron Responses

The majority of Year-Round patrons responded positively on all items concerning Year-Round Education. Although still a minority, a twenty percent to twenty-five percent of Year-Round patrons indicated that their family had had some problems with aspects of Year-Round Education, such as scheduling family vacations, child custody, friends to play with when students are off-track, secondary students on different schedules and conflicts with extra curricular activities. More patrons with students in secondary school report problems adjusting to the Year-Round schedule than those without students in secondary school. The overwhelming majority of Year-Round patrons indicated that they found educational aspects of Year-Round Education comparable or superior to the same aspects on a traditional calendar. Seventy-eight percent of Year-Round patrons gave Year-Round Education a positive or very positive overall evaluation. Seventy-eight percent of Year-Round patrons chose Year-Round Education as the solution to the problem of overcrowding in elementary schools which they preferred.

TEACHER EXPERIENCE WITH YEAR-ROUND EDUCATION

The evaluation team proposed two methods to assess teacher attitude toward and experiences with the Year-Round calendar. The first method was to administer questionnaires to all teachers in Year-Round schools. The second was to employ an observation team to observe teaching methods and interview a sample of teachers in each school.

INSTRUMENTATION

Two questionnaires were administered to all Year-Round teachers in the sample schools. The first instrument was the Maslach Burnout Inventory, Educators Survey (MBI). This standardized instrument has been used extensively in educational literature to study the phenomenon of burnout in educators and other members of "helping professions" and was chosen because of the tendency for educators and patrons to use the term "burnout" when expressing concern about teacher adaptation to alternative housing programs. Maslach describes burnout as a "syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment...as a response to the chronic emotional strain of dealing with other human beings." (Maslach, 1982) This instrument employs three subscales which together give a total score, providing a measure of the level of burnout which an educator may have reached. The three subscales are defined as: 1) emotional exhaustion, or the inability to deal with the normal stresses of work life; 2) depersonalization, or withdrawal from students and associates and lack of ability to perceive the humanness of others; and 3) a reduced sense of personal accomplishment, inability to see worth in one's own accomplishments, either past or present. High ratings on these three subscales indicate that the individual is presently in a state of burnout. High ratings on any given subscale may indicate an initial stage of burnout.

The second instrument was adapted from previous evaluations conducted in the State. The instrument consisted of three sections: items in the first section of the instrument were specific to stress and burnout issues identified in educational literature.

These items had been refined and identified through factor analysis as those which related most closely to issues of stress and burnout for teachers, i.e. isolation, locus of control, feeling of being appreciated. The second section of the instrument dealt specifically with the teacher's experience with and attitude toward the Year-Round calendar. The third section of the instrument asked the teacher to indicate the amount of stress they experienced in specific aspects of teaching, i.e. diagnosing student need, student discipline.

The steering committee provided guidance as to the format of this questionnaire. All members of the committee felt that it was unfair to either alternative housing program to collect stress data without allowing for comparison with the traditional calendar. Teaching is considered by some researchers to be a stressful profession, and assuming the stress experienced by a Year-Round teacher was a result of the Year-Round calendar was misleading. Originally, the committee requested that all items require the teacher to compare past experience on a traditional calendar with current experience on the Year-Round Calendar. This procedure presupposed that the teacher could accurately recall previous experience, (some Year-Round programs were six years old) and that the teacher had actually had traditional experience, and not been a new teacher, hired directly into the Year-Round school. The committee agreed that the best comparison of teacher experience was to compare Year-Round teachers with teachers currently teaching in traditional schools. Each district representative guaranteed the researchers access to a random sample of traditional schedule teachers comparable in size to the staff of the sample school. The MBI, and sections one and three of the questionnaire were mailed to a random sample of traditional classroom teachers. Follow-up measures were taken to ensure an adequate rate.

This section of the Statewide report will deal with the responses of Year-Round teachers to the questionnaires. Significant differences among Year-Round teachers, Extended Day teachers, and traditional teachers are noted and discussed in Section Three of the report.

METHODOLOGY

During the Spring of the 1988-89 school year, visits were made by an observation team to all Year-Round schools in the sample. At the time of the school visit, teachers were asked to complete two questionnaires. Year-Round schools do not tend to have frequent faculty meetings and it was rarely possible to meet before or after school with all teachers to have them complete the questionnaires. On the morning of the team visit, a member of the observation team handed each teacher both questionnaires, gave a brief explanation, and set a time to pick up the questionnaires that afternoon. Approximately 336 Year-Round teachers were surveyed.

Another member of the observation team conducted an open ended interview with a sample of the school's teachers. These interviews focused on the teacher's perceptions of strengths and weaknesses of the Year-Round program, changes made because of the calendar and anecdotal information concerning the experience of teacher on an Year-Round calendar. Approximately 70 Year-Round teachers were interviewed.

RESULTS OF THE QUESTIONNAIRES

Maslach Burnout Inventory

The Maslach Burnout Inventory was administered to 336 Year-Round teachers. Statewide, five Year-Round teachers, or less than two percent, were classified as reaching "burnout" as indicated by the MBI (rating high on all three subscales). Statewide, twenty-eight percent of the Year-Round teachers rated high on the subscale "Emotional Exhaustion". Only eight percent of Year-Round teachers rated high on the subscale "Depersonalization", and only four percent of Year-Round teachers rated high on the subscale "Personal Accomplishment". Thus, only a very small percentage of Year-Round teachers would be currently at risk for the construct referred to as "burnout". Slightly over one-fourth of the Year-Round teachers rated high in emotional exhaustion, which implies that they are feeling some loss of feeling and concern, loss of trust, which may or may not be a precursor of other burnout indicators. Continued monitoring of teachers on the calendar is essential. Comparison with traditional teachers will be made in SECTION III.

Attitude and Experience Questionnaire

Characteristics of Year-Round Teachers in the Sample Schools

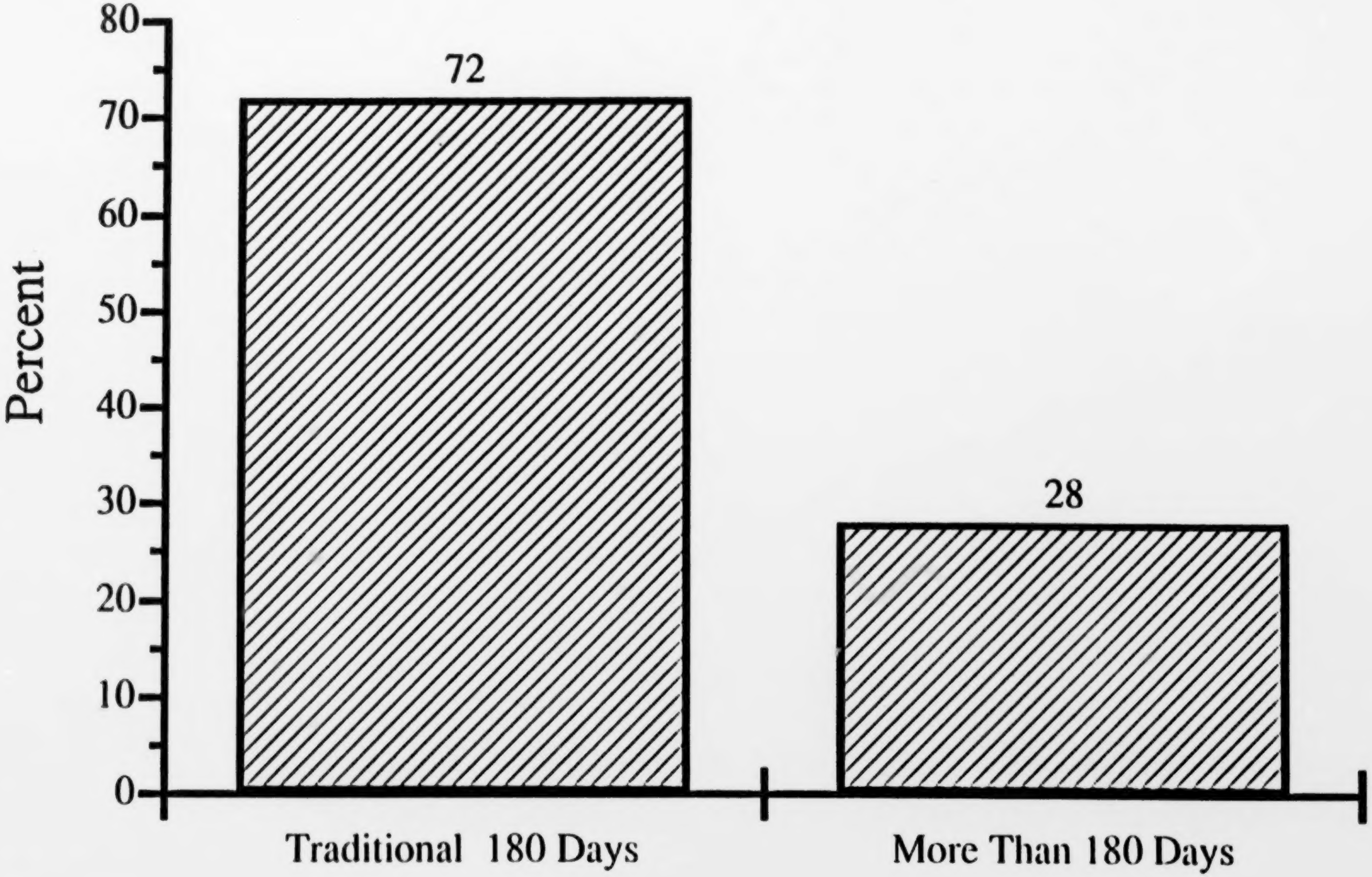
Year-Round teachers were asked how many years they had taught elementary school. Responses ranged from one year to thirty-eight years. The mean number of years taught by Year-Round teachers in the sample was 9.85 years. Thirty-two percent of the Year-Round teachers in the sample had taught five years or less.

Year-Round teachers were asked how many years they had taught on a Year-Round calendar. Thirteen percent of the Year-Round teachers in the sample had taught one year on a Year-Round calendar. The percent of teachers teaching more than one year on a Year-Round calendar were: two years, 49%; three years, 22%; and four or more years, 15%.

Year-Round teachers were asked what grade they were teaching. Eight percent of Year-Round teachers were teaching more than one grade of students. Six percent of the Year-Round teachers in the sample were in resource or special education positions. The percent of teachers in the sample teaching other grades is as follows: sixth grade, 12%; fifth grade, 9%; fourth grade, 12%; third grade, 13%; second grade, 16%; first grade, 15%; and Kindergarten, 9%.

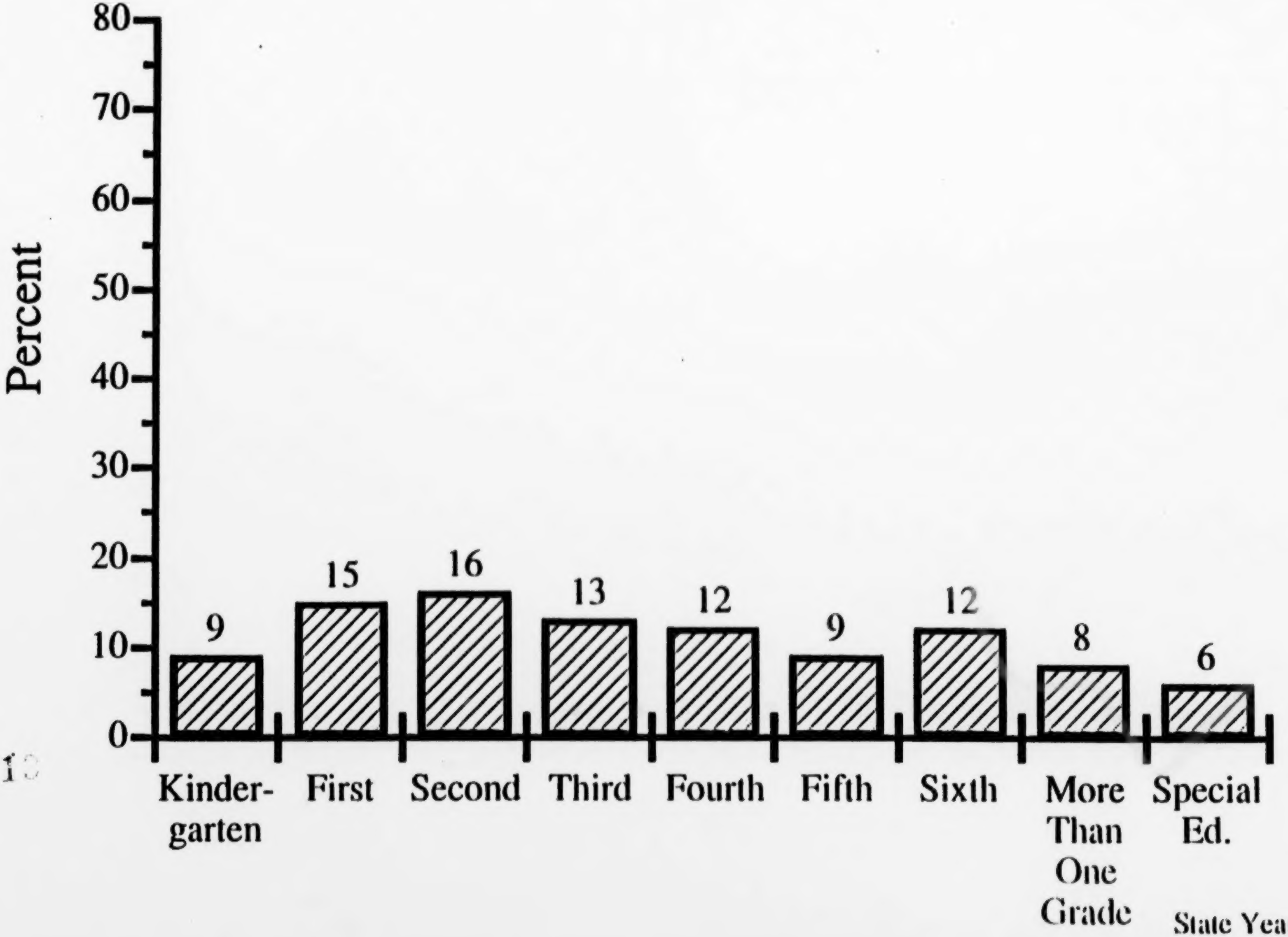
Year-Round teachers were asked on what kind of employment contract they were employed. Seventy-two percent of Year-Round teachers in the sample were employed on traditional contracts. Twenty-eight percent of Year-Round teachers in the sample were employed on contract which involved more days and greater pay than the traditional contract. The length of these contracts

Q40. What kind of employment contract do you have?



41-A

Q39. What grade(s) do you teach?



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varied. There was also some disparity between teachers' reports of their contract length and administration reports of available contract lengths. We assume that all teachers do not fully understand their contracts in terms of the number of instructional days, because of the complexity of their program. This complexity is increased by the career ladder program.

Stress and Burnout Related Experiences

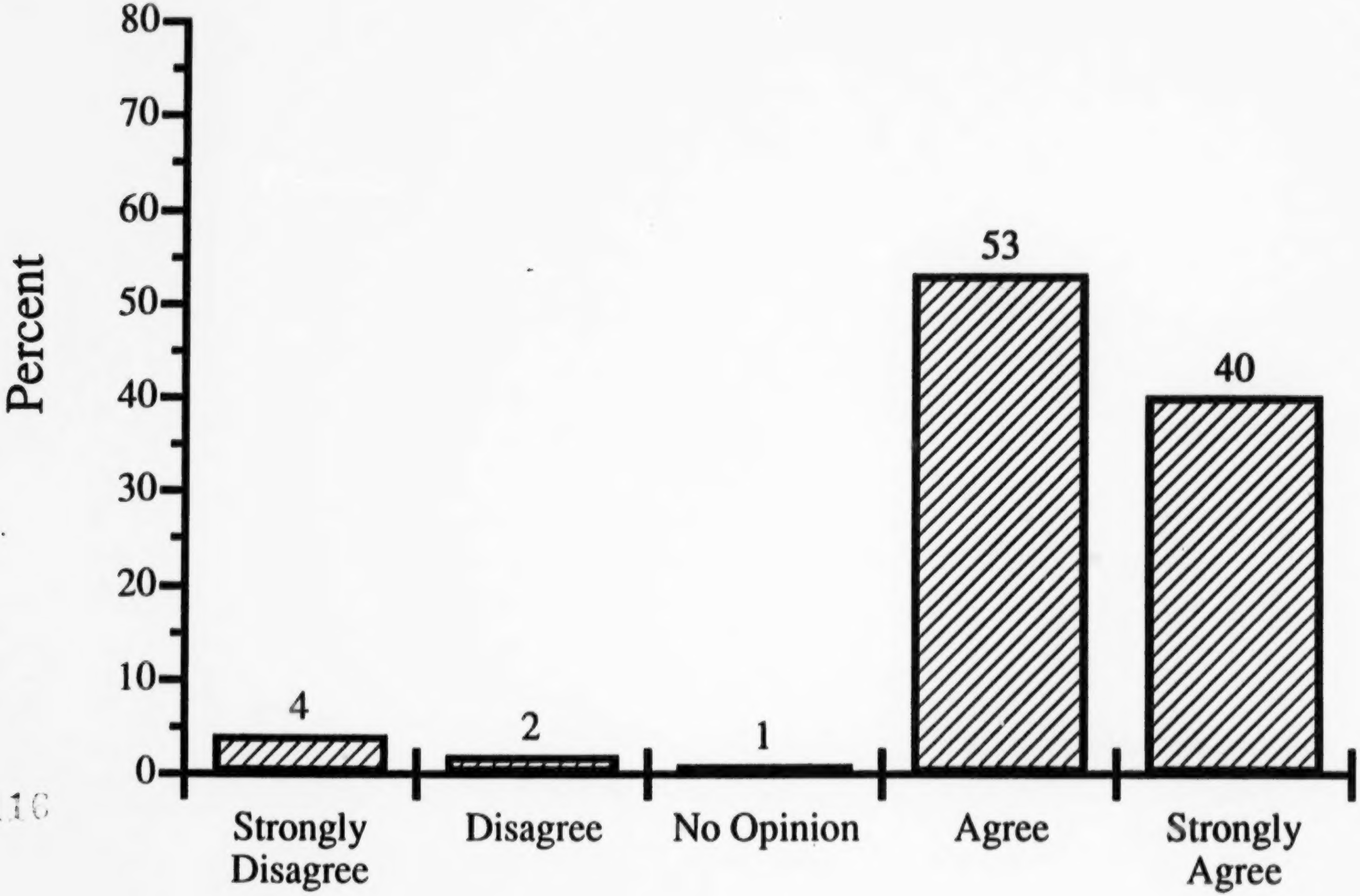
Teachers were asked to respond to a series of statements concerning general their experiences in teaching which relate to teacher stress and/or burnout. Teachers were asked to respond using a five point Likert scale of Strongly Disagree, Disagree, No opinion, Agree or Strongly Agree. The items were not identified as stress items on the questionnaire.

Because lack of job satisfaction has been identified as a factor relating to burnout, teachers were asked to respond to the statement, "Teaching is a very satisfying career." Ninety-three percent of Year-Round teachers agreed that teaching is a very satisfying career. Only, six percent of Year-Round teachers disagreed, indicating that, for them, teaching is not a very satisfying career.

The inability to control factors in one's work environment has also been related to burnout (Freedman, et al, 1982). Teachers were asked if they felt that they had control over the teaching methods and curriculum in their classroom. Eighty-six percent of Year-Round teachers indicated that they felt they have control over the teaching methods and curriculum in their classrooms. Only about one-seventh as many (13%) responded that they do not feel that they have control over the teaching methods and curriculum in their classroom.

Burnout has been considered a function of "feeling inconsequential, feeling no matter how hard one works, the payoffs in terms of accomplishment, recognition, or appreciation are not there." (Farber, 1984) Teachers were asked to respond to a series of items concerning their feelings about recognition of their efforts, their ability to impact lives, and their ability

Q1. Teaching is a very satisfying career.



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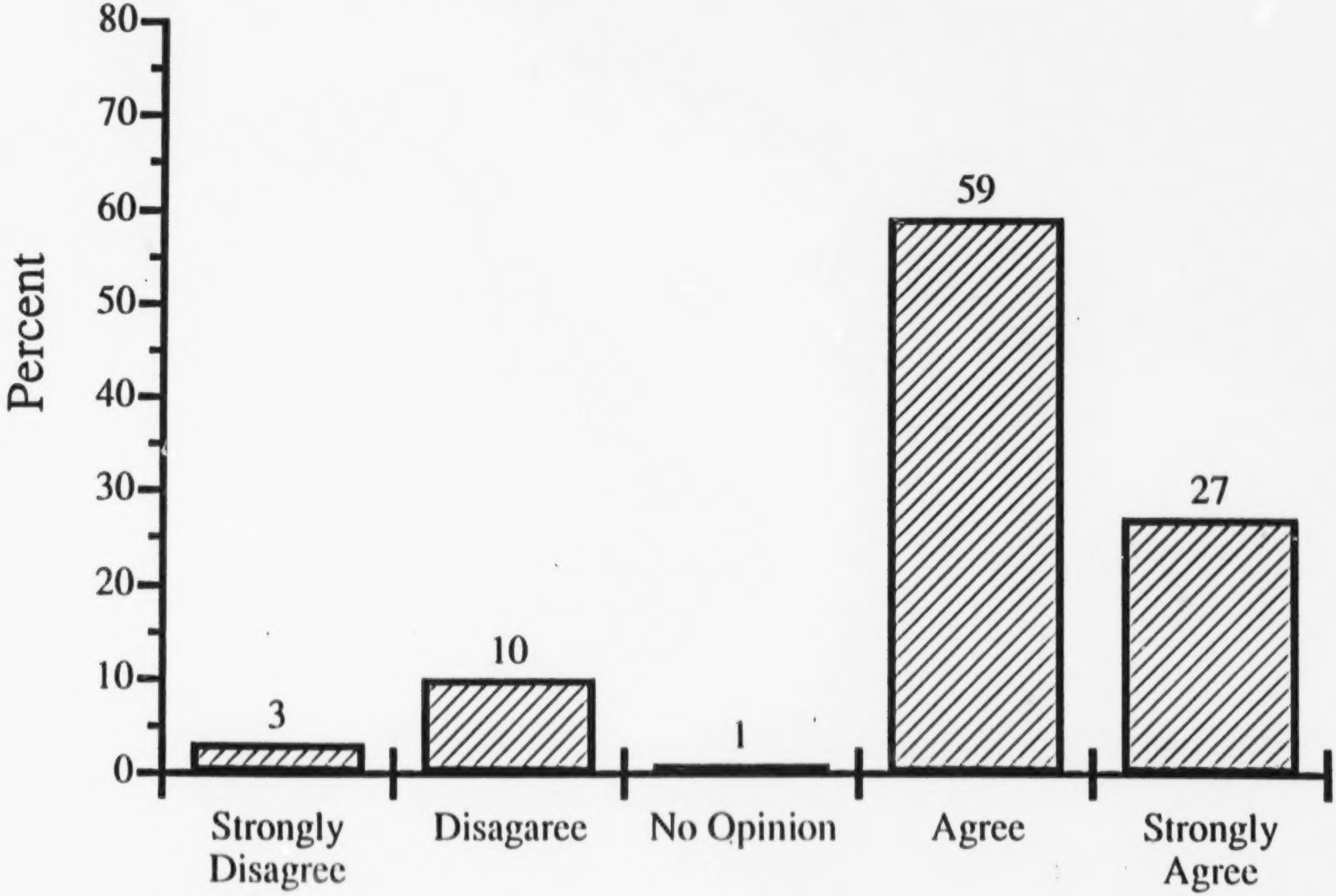
Q2. I feel that I have control over the teaching methods and curriculum in my classroom.



to accomplish what is expected of them.

We asked teachers if they feel that they make a difference in the lives of their students. Ninety-four percent of Year-Round teachers reported that they do feel that they make a difference in the lives of their students. Only, four percent of Year-Round teachers disagreed, indicating that they do not feel that they make a difference in the lives of their students. Two percent of Year-Round teachers had no opinion concerning this item.

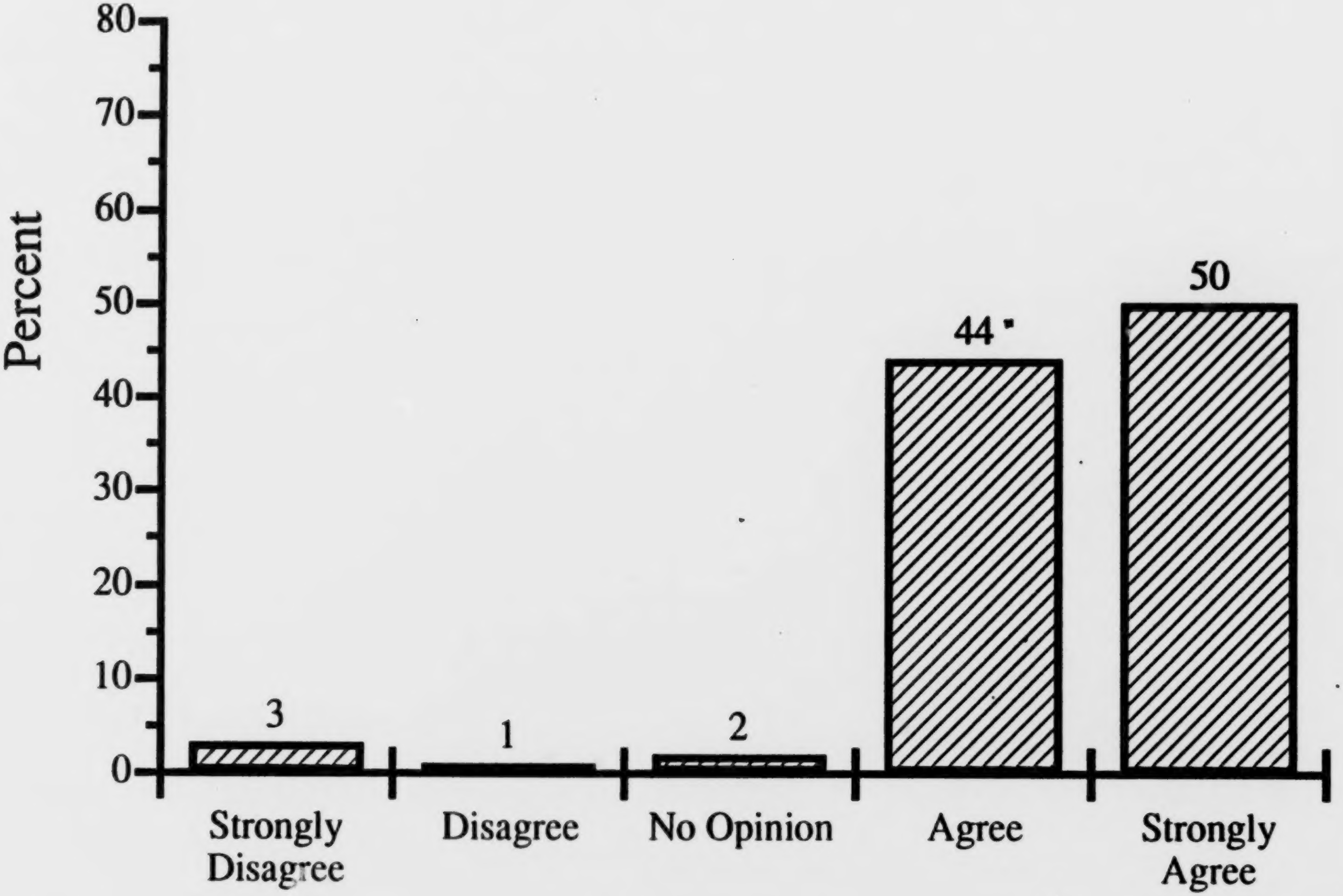
Teachers were asked to respond to the statement, "I feel that I am expected to accomplish more with my students than it is possible to accomplish." Fifty-two percent of Year-Round teachers disagreed with this statement, indicating that they do not feel that they are expected to accomplish more with their students than is possible. Forty-one percent of Year-Round teachers agreed with the statement, indicating that they do feel that they are expected to accomplish more with their students than is possible. Seven percent of Year-Round teachers expressed no opinion on this item.

On a related item, teachers were asked if the educational goals set by the district administration were realistic. Sixty-seven percent of Year-Round teachers indicated that they felt the educational goals established by the district administration are realistic. Twenty-five percent of Year-Round teachers responded that the educational goals set by the district administration were not realistic. Eight percent of Year-Round teachers had no opinion.

Do teachers perceive their principal informing them when he/she feels they have done a good job? Seventy-seven percent of Year-Round teachers indicated that their principal let them know when the principals feels they have done a good job. Nineteen percent of Year-Round teachers responded that their principals do not. Five percent of Year-Round teachers expressed no opinion on this item.

Because the Year-Round calendar changes the way in which teachers work together by readjusting calendars and teaching

Q3. I feel that, as a teacher, I make a difference in the lives of my students.



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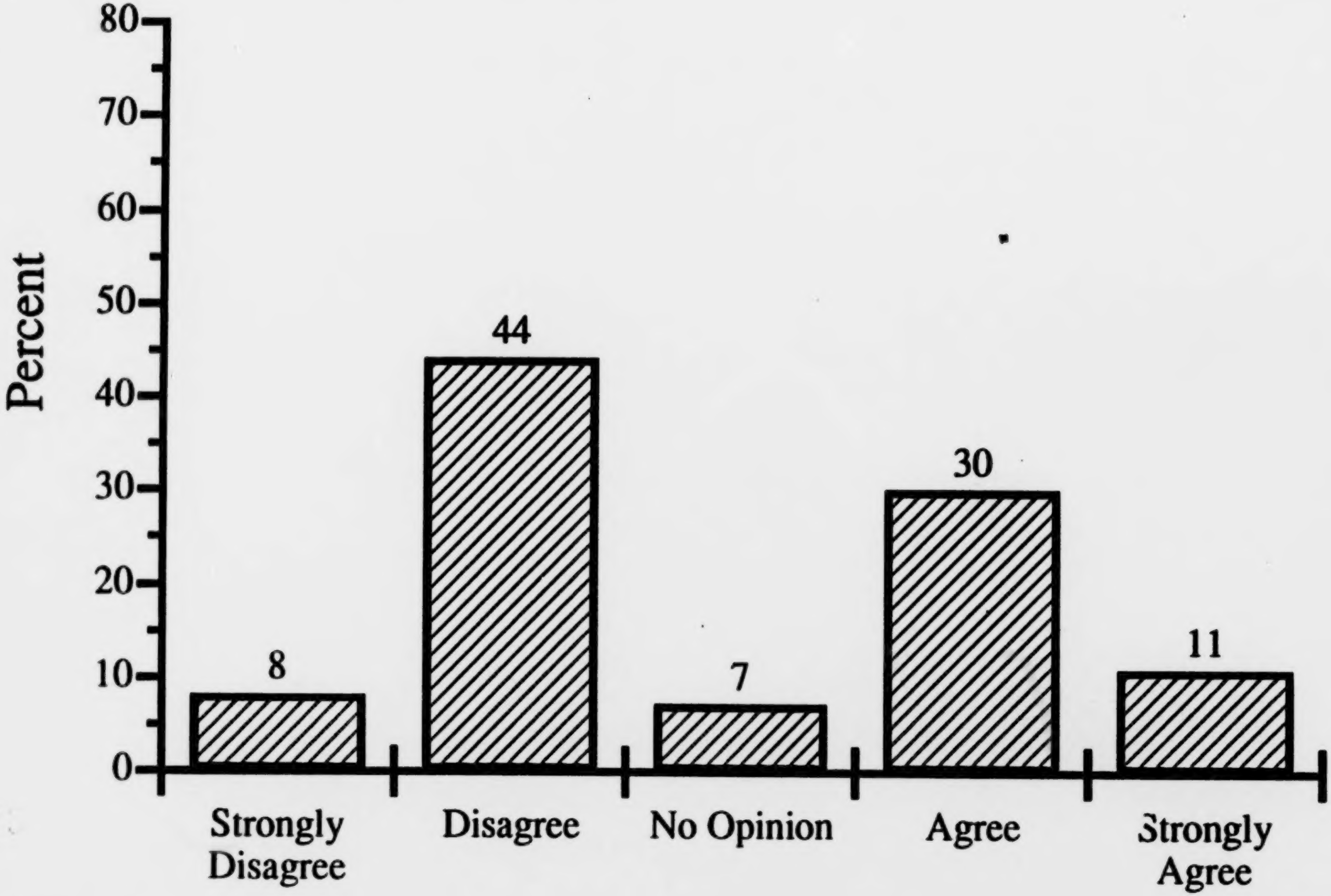
Q6. I feel that I am expected to accomplish more with my students than it is possible to accomplish.



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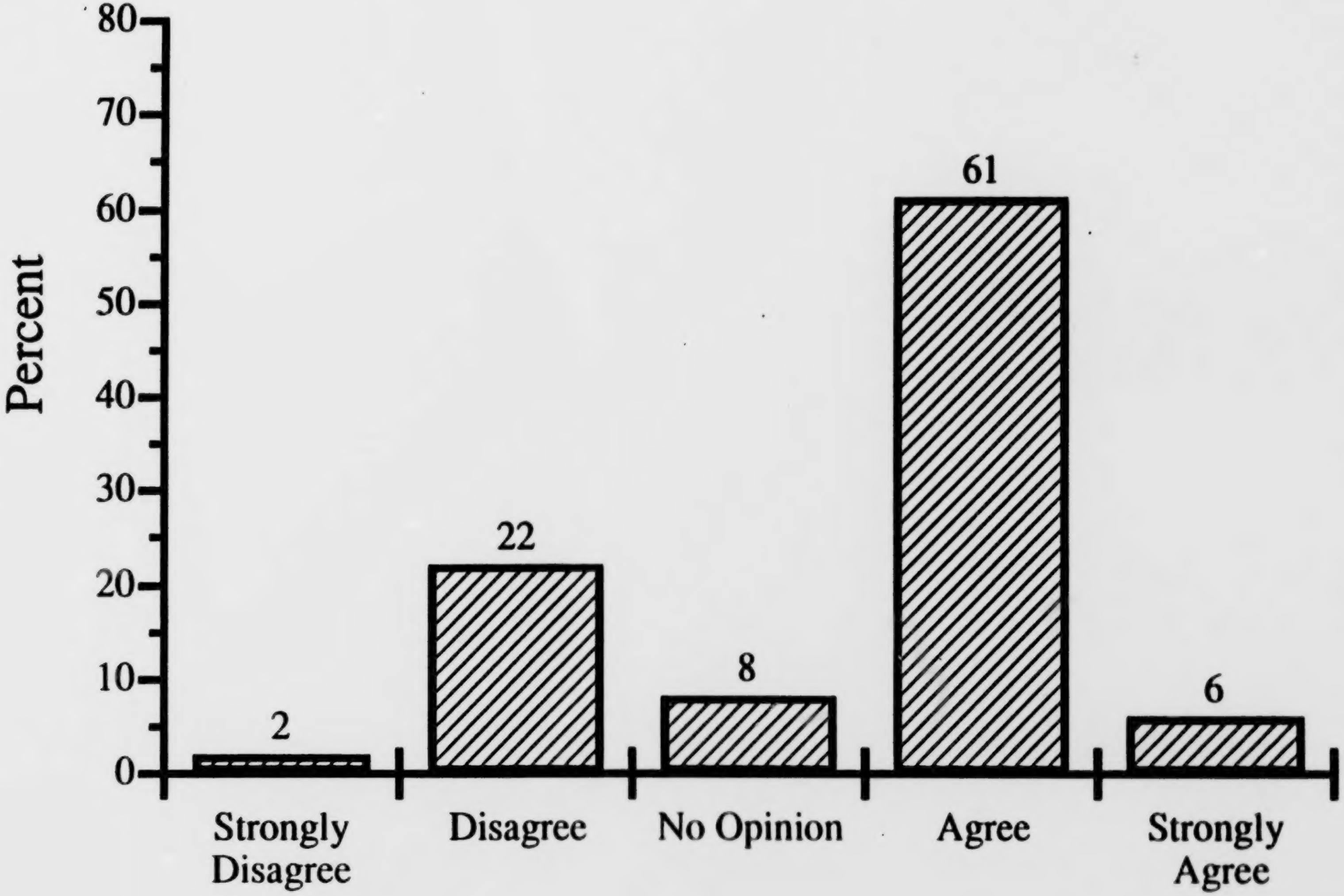
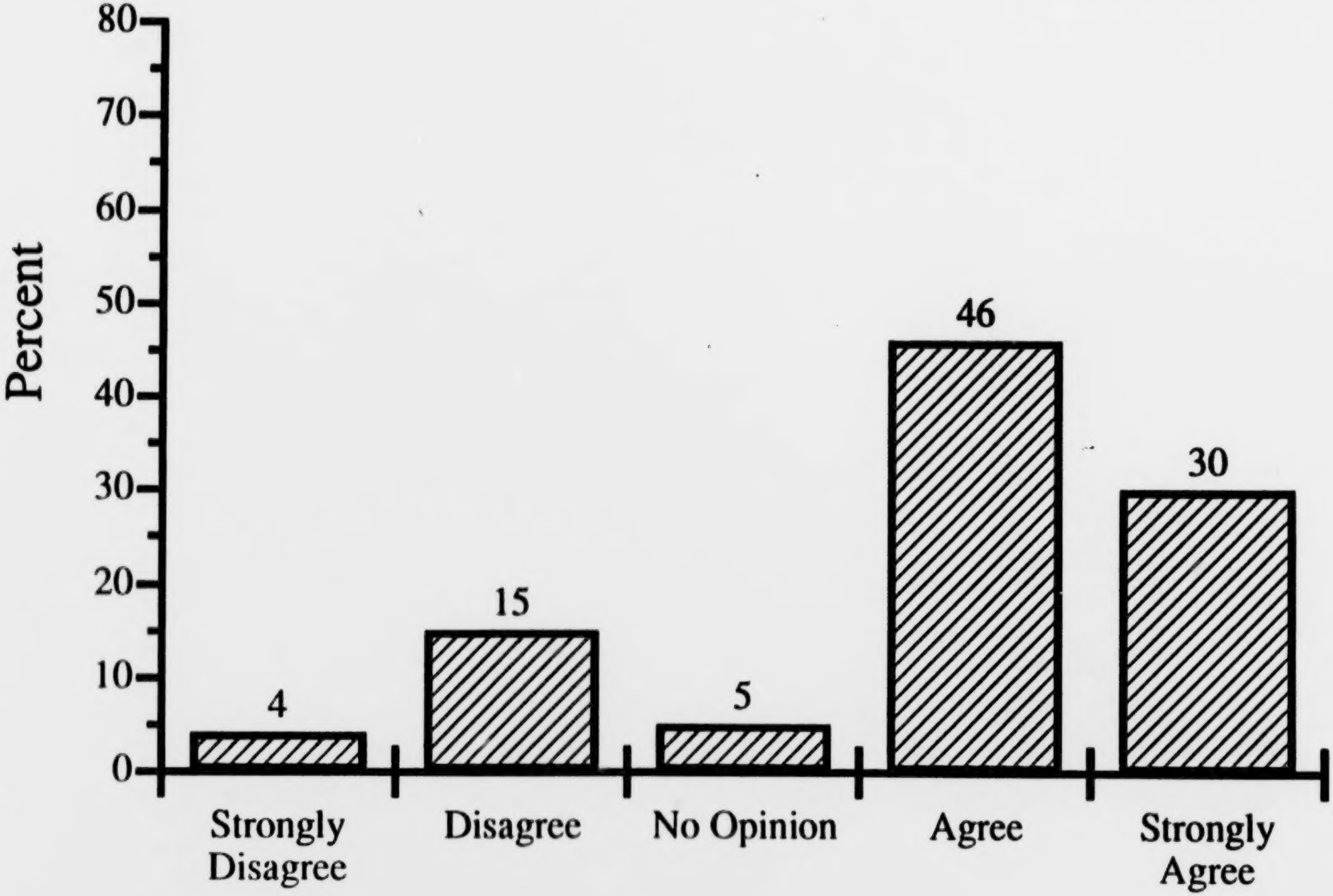
Q7. The educational goals established by the district administration are realistic.



Q8. My principal lets me know when he/she feels that I have done a good job.



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assignments, isolation and changing social patterns are a concern. Isolation from other adults, for emotional support and intellectual stimulation, is considered to be another factor contributing to burnout. (Hock, 1981) Teachers were asked if working with other teachers in their school is difficult. Eighty-seven percent of Year-Round teachers responded that working with other teachers in their school was not difficult. Ten percent of Year-Round teachers indicated that they found working with other teachers in their school difficult.

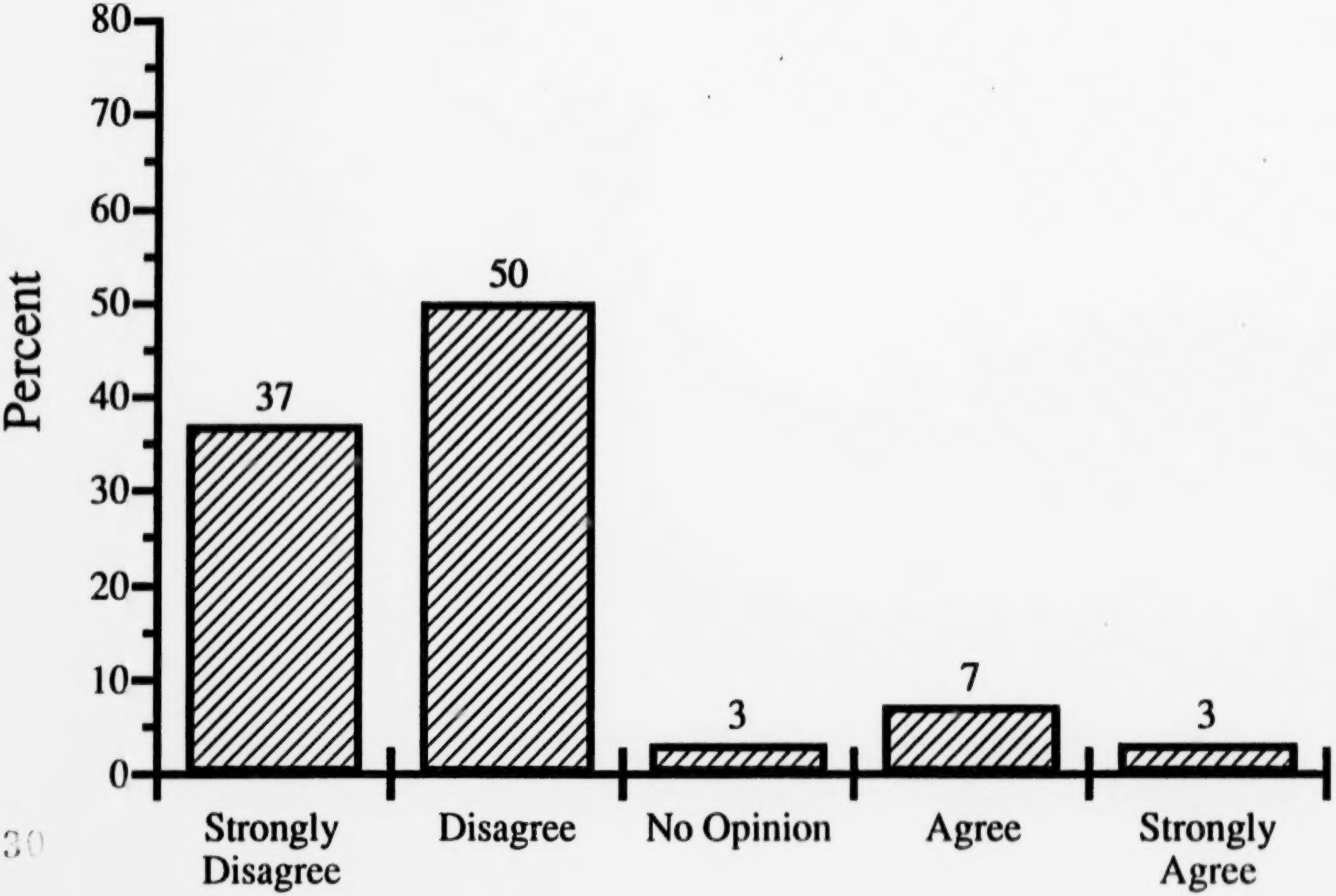
Teachers were asked if they felt isolated from other teachers in their school. Eighty-five percent of Year-Round teachers reported that they did not feel isolated from other teachers in their school. Ten percent of Year-Round teachers agreed that they did feel isolated from other teachers in their school. Five percent of Year-Round teachers expressed no opinion.

Summary of Stress Related Items: On virtually every item which strictly related to factors which have been identified as contributing to stress and burnout, the majority of Year-Round teachers responded in ways that indicated they were not experiencing problems which might contribute to stress and burnout. The majority indicated that they felt they made an difference in their students' lives, they have control over their teaching methods, and are appreciated. However, forty-one percent of Year-Round teachers indicated they feel that they are expected to accomplish more than is possible. This may become a problem in the future.

Experience with Year-Round. Year-Round teachers were asked a series of questions concerning their experience with the Year-Round calendar.

Teachers were asked if changing the school calendar has encouraged more educational improvement in the school. About two-thirds (68%) of Year-Round teachers agreed that changing the school calendar has encouraged more educational improvement. Ten percent of Year-Round teachers indicated that changing the school calendar has not encouraged more educational improvement. Twenty-

Q4. Working with other teachers in our school is difficult.



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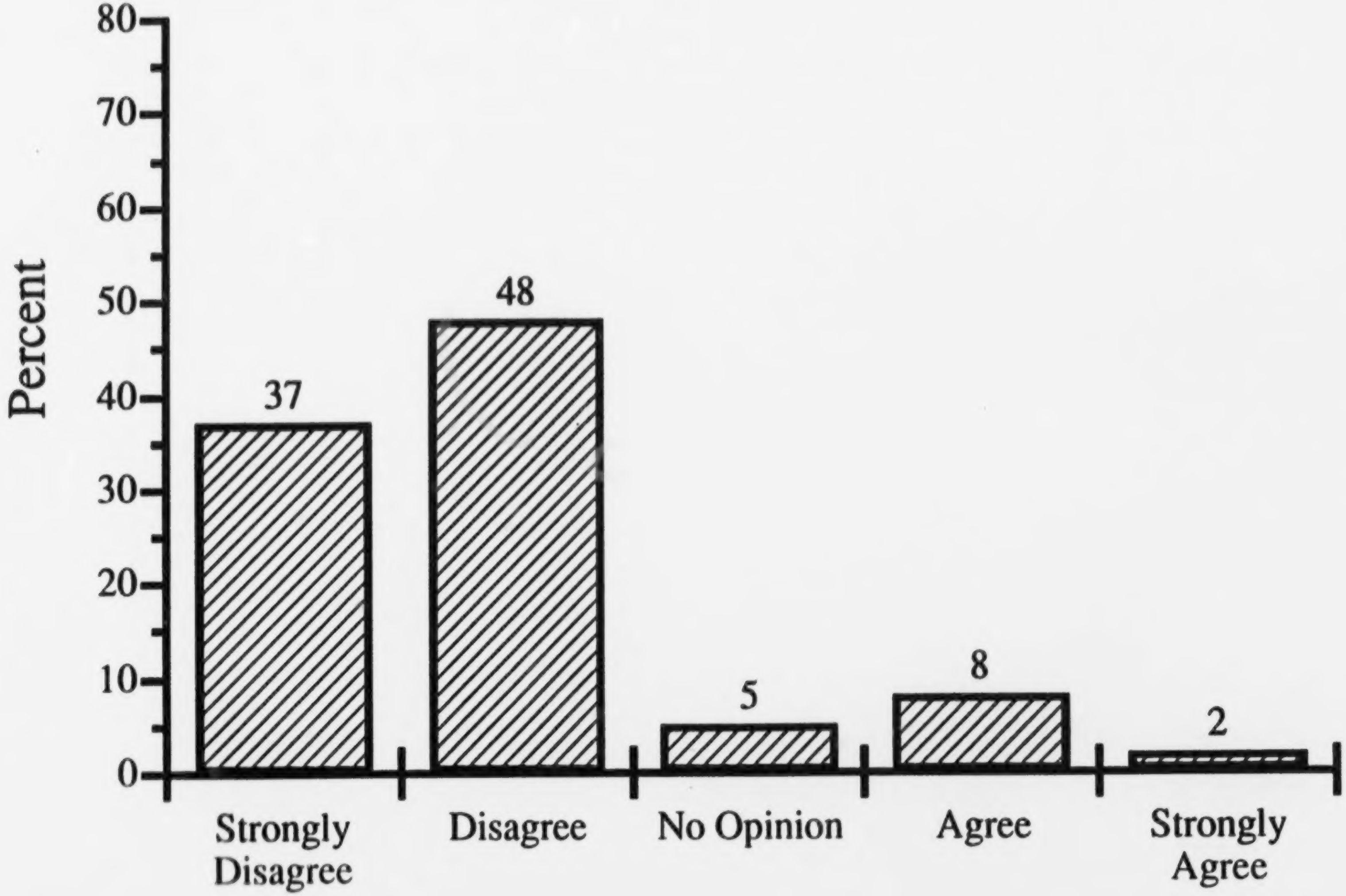
Q5. I feel isolated from other teachers in my school.



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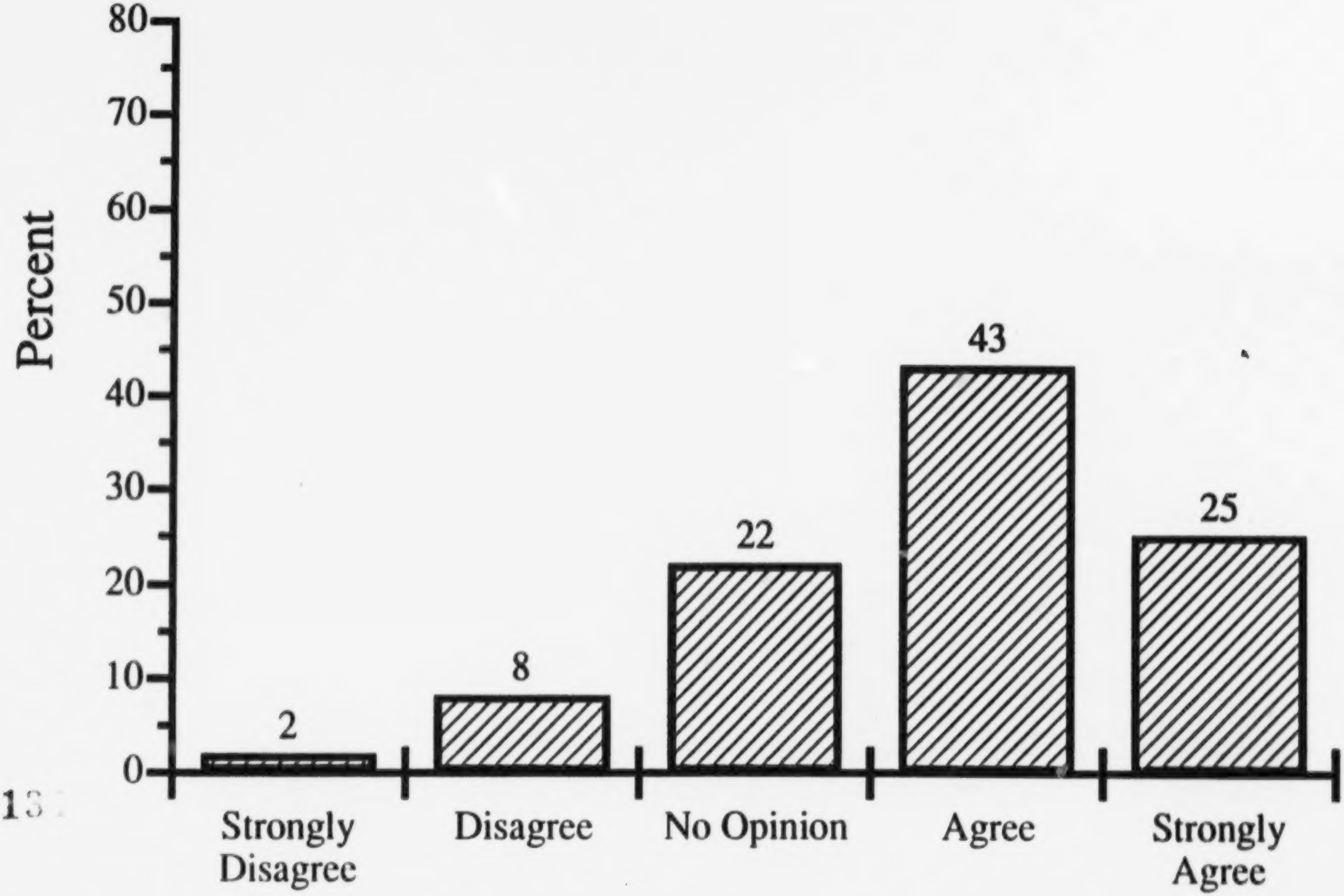
Q9. Changing the school schedule has encouraged more educational improvement in our school.



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two percent of Year-Round teachers expressed no opinion.

Fifty-five percent of Year-Round teachers indicated that more district support is needed to make the transition to alternative schedules like Year-Round successful. Twenty-two percent of Year-Round teachers disagreed, indicating that more district support is not needed to make the transition to alternative programs successful. Twenty-three percent of Year-Round teachers had no opinion on this item.

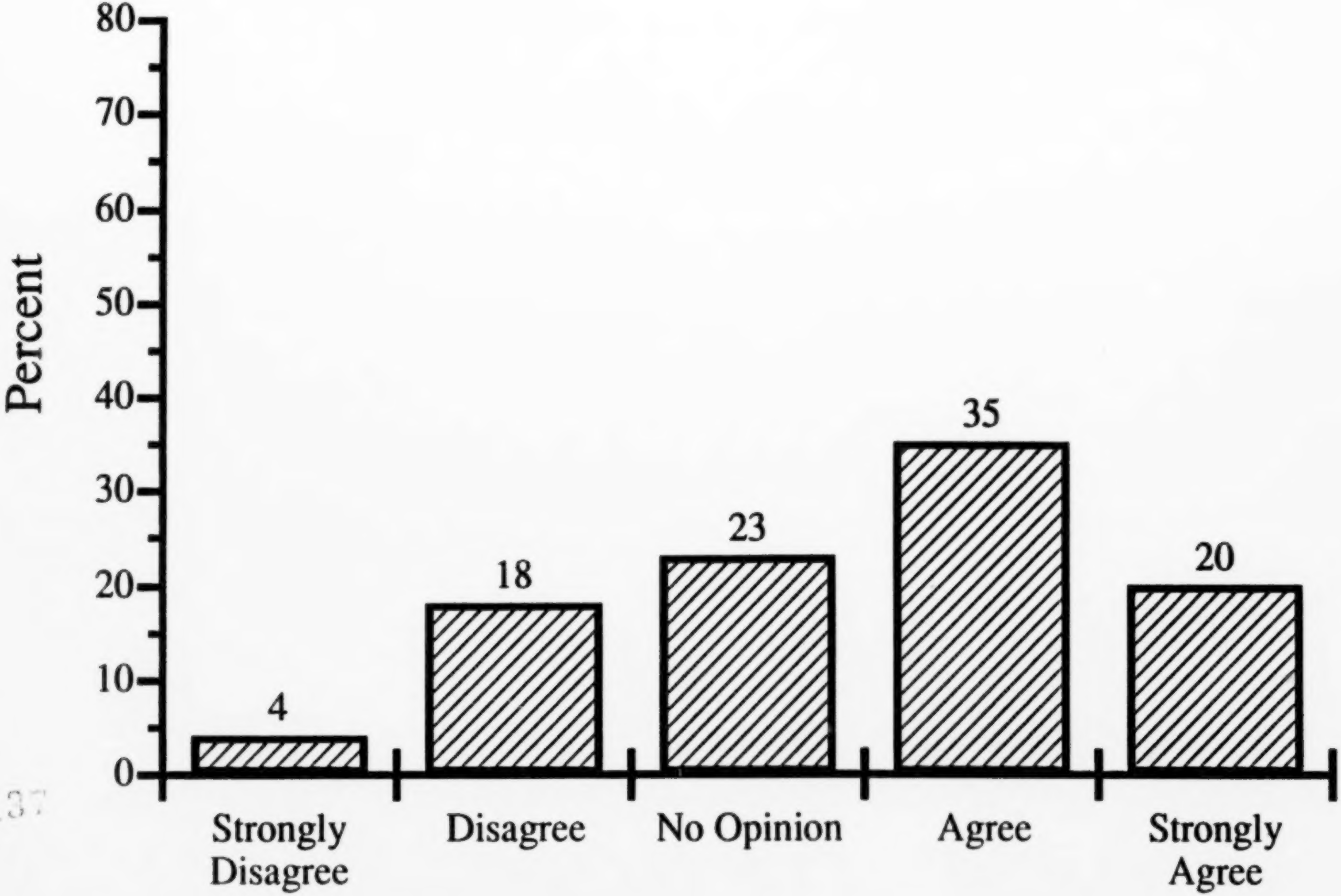
Teachers were asked if relationships with parents are more difficult on the Year-Round calendar. Ten percent of Year-Round teachers agreed that relationships with parents were more difficult on the Year-Round calendar. Eighty-one percent of Year-Round teachers indicated that relationships with parents were not more difficult on the Year-Round calendar. Nine percent of Year-Round teachers had no opinion on this item.

Do teachers perceive their students to have a more positive attitude about school on the Year-Round calendar? Seventy-six percent of Year-Round teachers responded that students do have a more positive attitude about school on the Year-Round calendar. Less than a tenth as many (10%) teachers responded that students do not have a more positive attitude about school on the Year-Round calendar. Seventeen percent of Year-Round teachers had no opinion on this item.

Teachers were asked if there were fewer discipline problems with students on the Year-Round calendar. The teachers were split three ways on this item. Thirty-six percent of Year-Round teachers reported that there were not fewer discipline problems on the Year-Round calendar. Thirty-one percent of teachers indicated that there were. Thirty-three percent of Year-Round teachers expressed no opinion on this item.

Teachers were asked to respond to the statement, "Students seem to learn more on the Year-Round calendar." Three-fourths (73%) percent of Year-Round teachers agreed that students seem to learn more on the Year-Round calendar. Ten percent of Year-Round teachers responded that students did not seem to learn more on

Q10. More district support is needed to make the transition to alternative schedules like Year Round/Extended Year successful.



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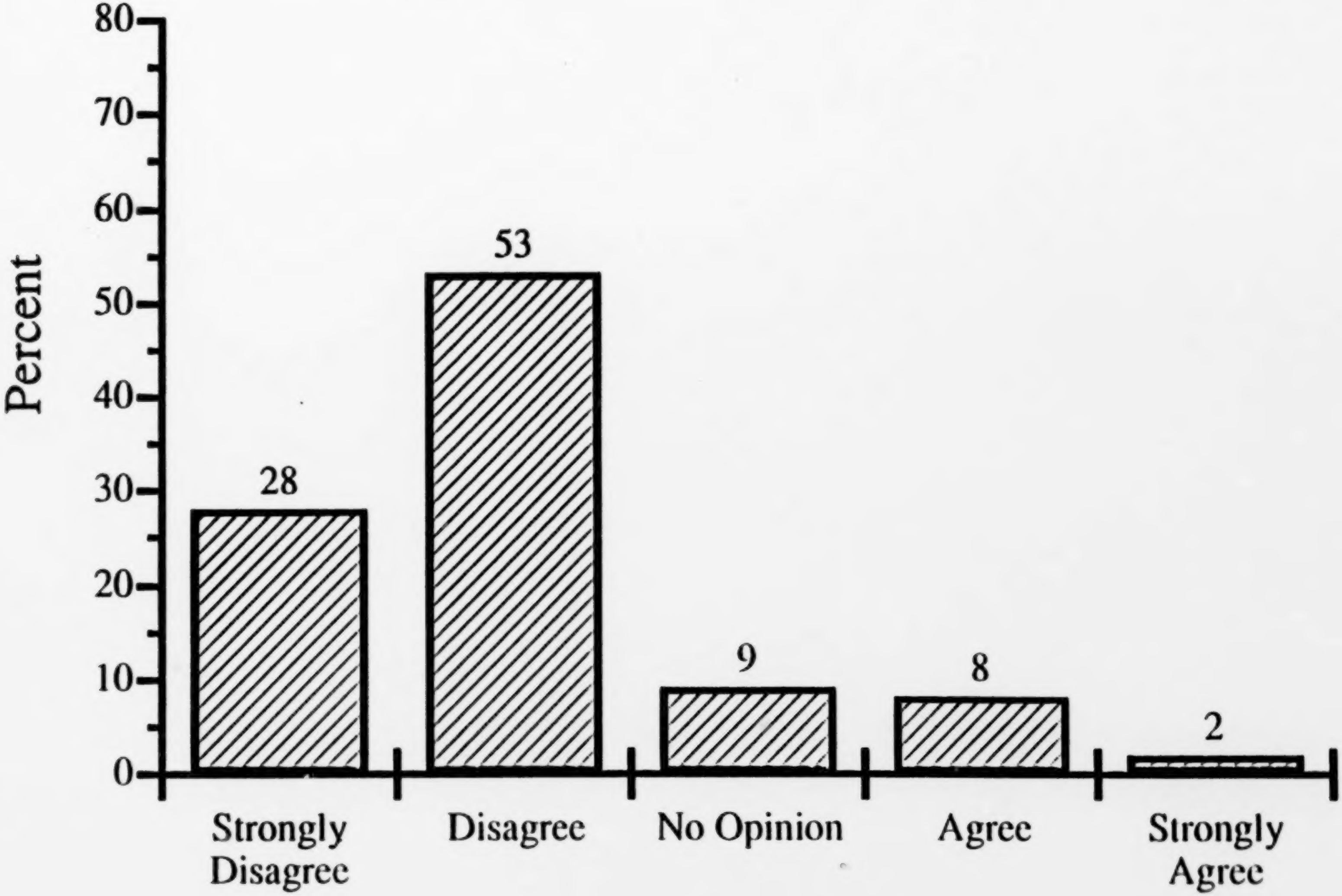
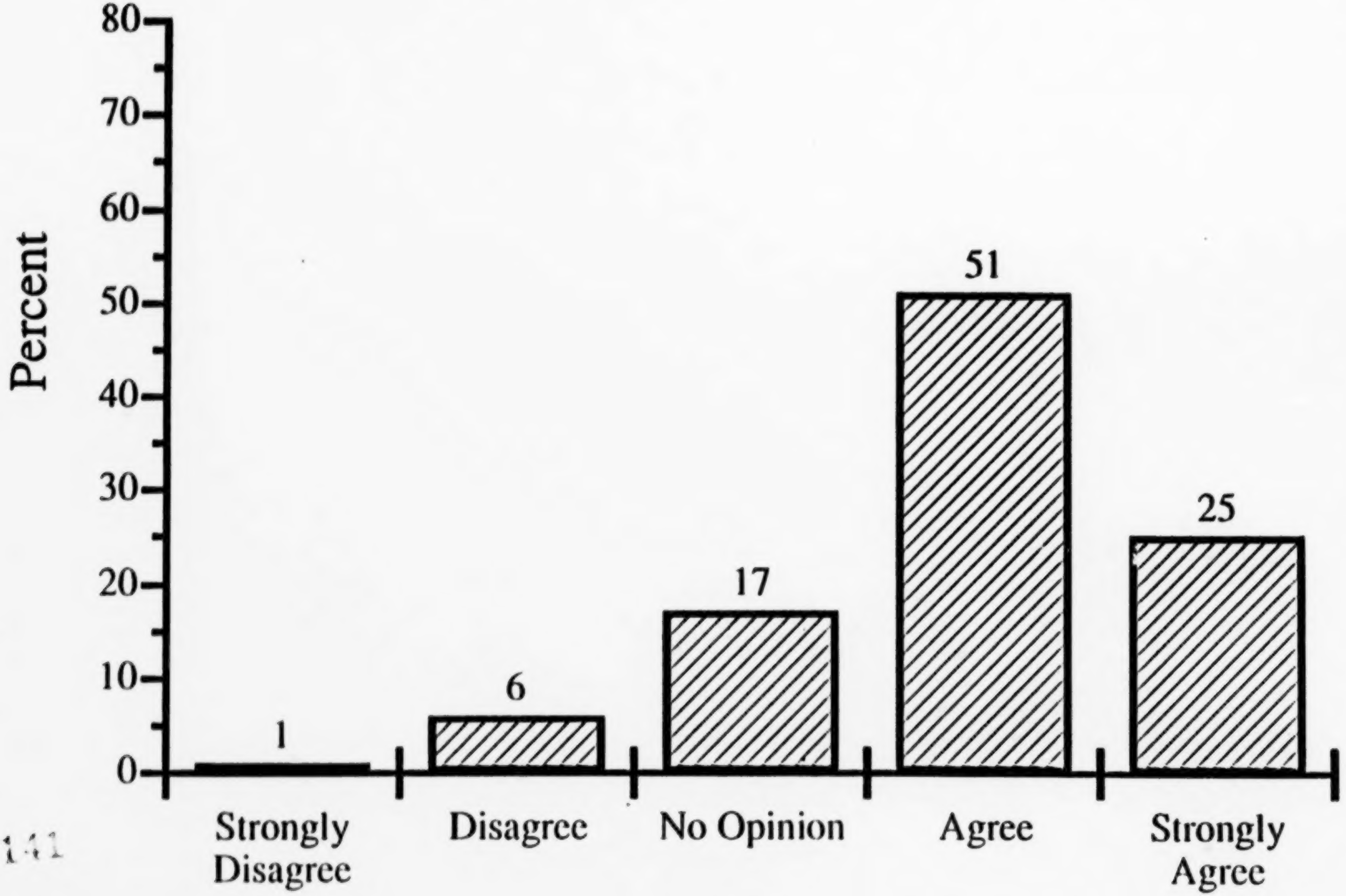
Q11. I feel that relationships with parents are more difficult on the Year Round/Extended Year schedule.



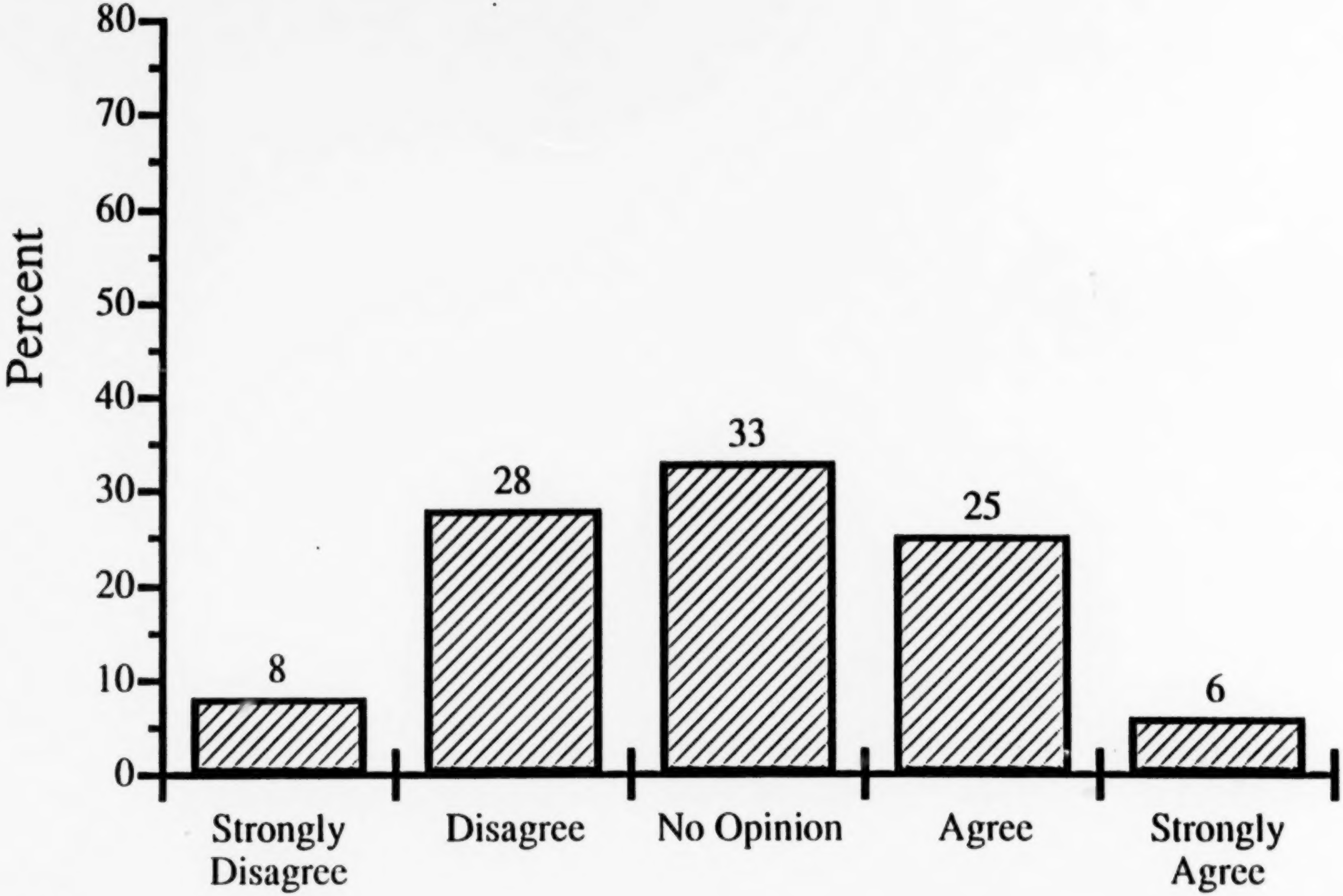
45-B

Q12. Students have a more positive attitude about school on the Year Round/Extended Year schedule.



State Year Round
Teacher Survey

Q13. There are fewer discipline problems with students on the Year Round/Extended Year schedule.



the Year-Round calendar. Seventeen percent of Year-Round teachers had no opinion.

Does the Year-Round calendar increase teacher professionalism? Fifty-one percent of Year-Round teachers agreed that the Year-Round calendar increases teacher professionalism. One-third as many (18%) of Year-Round teachers responded that the Year-Round calendar does not increase teacher professionalism. Thirty-one percent of Year-Round teachers had no opinion on this item.

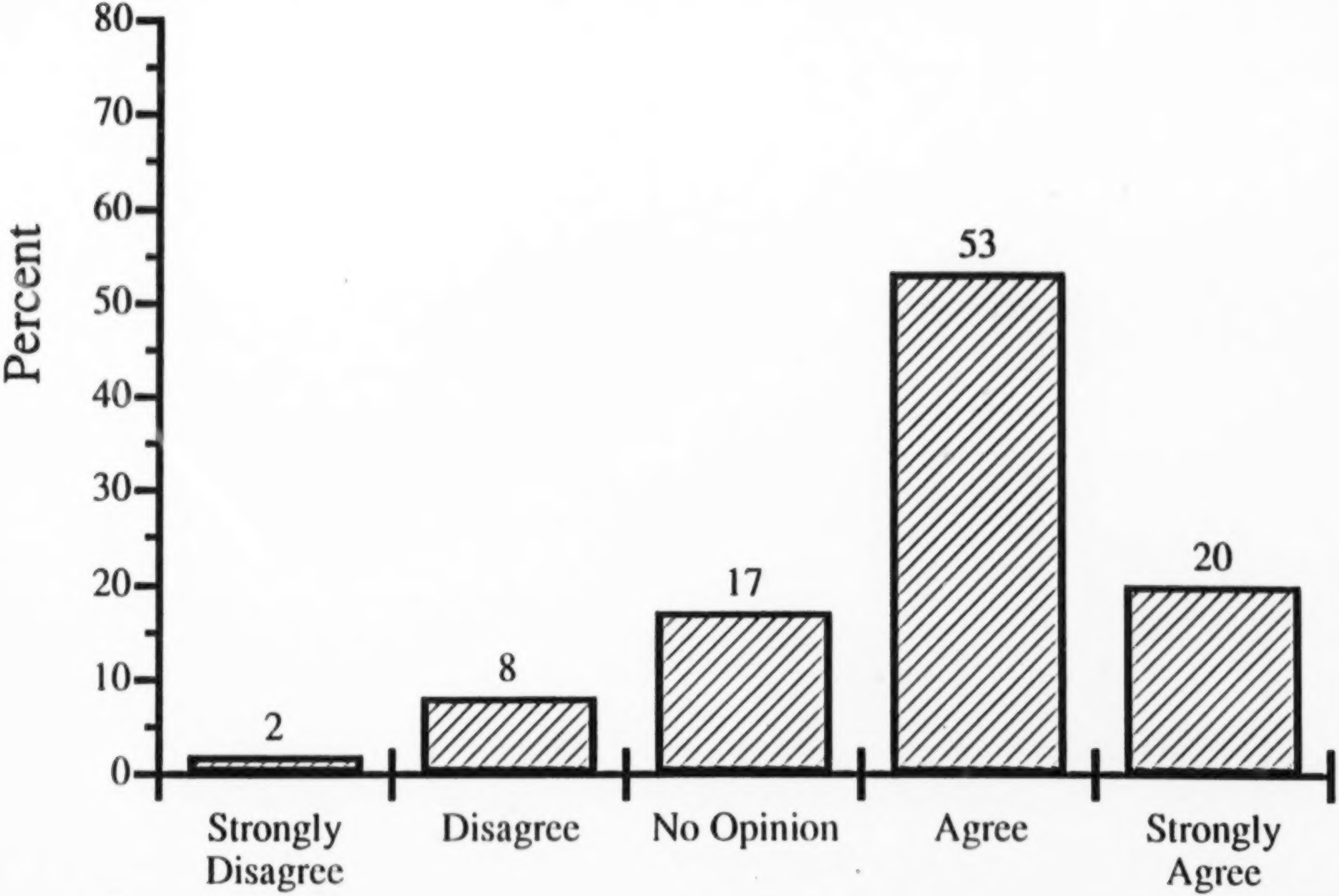
Teachers were asked if adopting the Year-Round calendar has benefitted students. Eighty-four percent of Year-Round teachers agreed that adopting the Year-Round calendar has benefitted students. Only six percent of Year-Round teachers (one-fourth as many) indicated that adopting the Year-Round calendar has not benefitted students. Eleven percent of Year-Round teachers had no opinion on this item.

"After the interim break, I return to school ready to get to work." Eighty-three percent of Year-Round teachers responded positively to this item. They returned to school ready to work after interim break. Only six percent of Year-Round teachers responded that they did not return to school ready to work after interim break. Seven percent of Year-Round teachers expressed no opinion on this item.

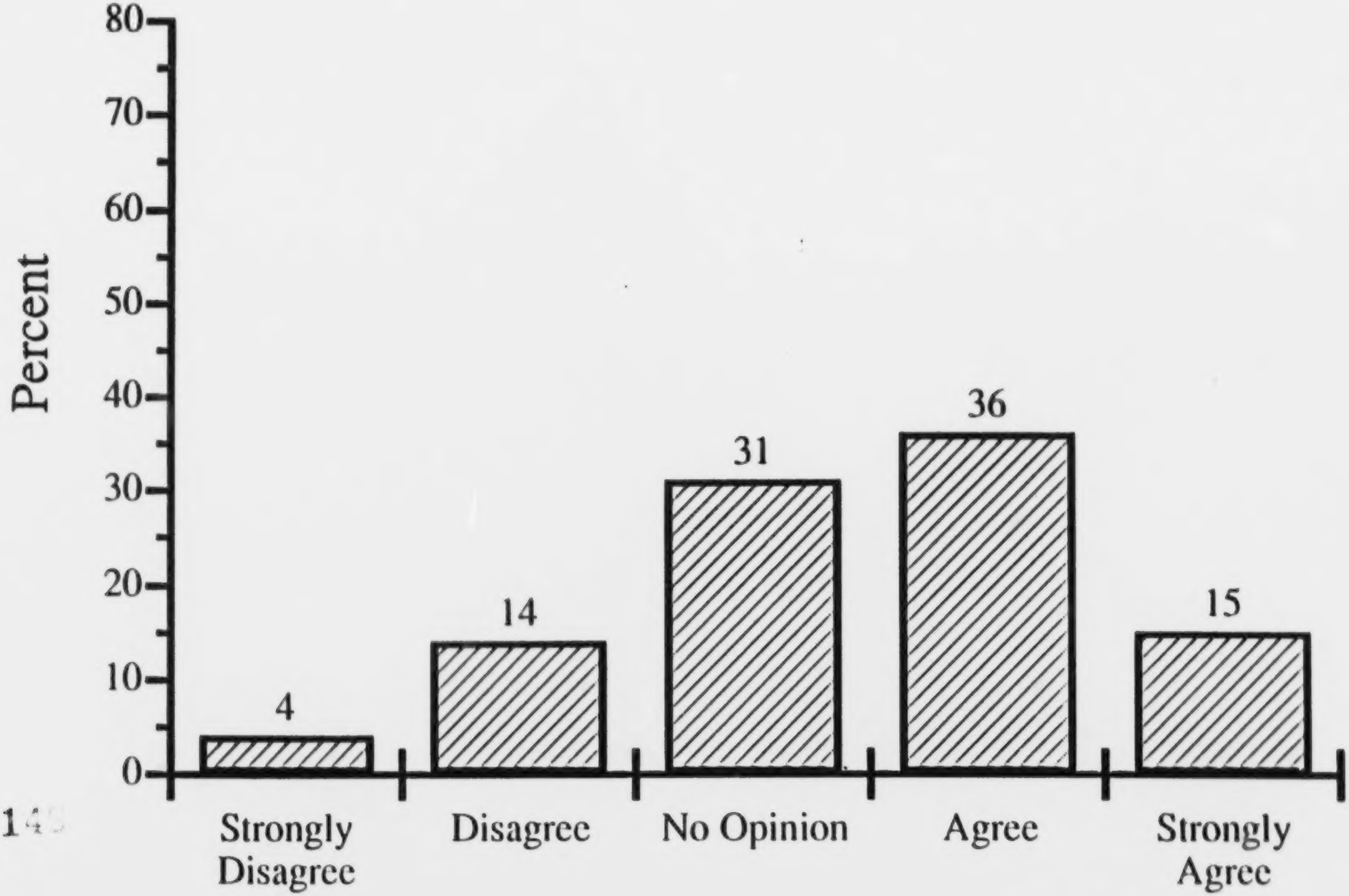
Teachers were asked if their students returned from interim break ready to get back to work. Ninety-two percent of Year-Round teachers agreed that their students return from interim break ready to get back to work. Six percent of Year-Round teachers reported that their students did not return from interim break ready to get back to work. Three percent of Year-Round teachers expressed no opinion.

"After interim break, students need a lot of review of information they learned before the break." The overwhelming majority (90%) of Year-Round teachers indicate that, after interim break, their students do not need a lot of review of information learned before the break. About one in thirteen or seven percent of Year-Round teachers indicated that their students did need a

Q14. Students seem to learn more on the Year Round/Extended Year schedule.

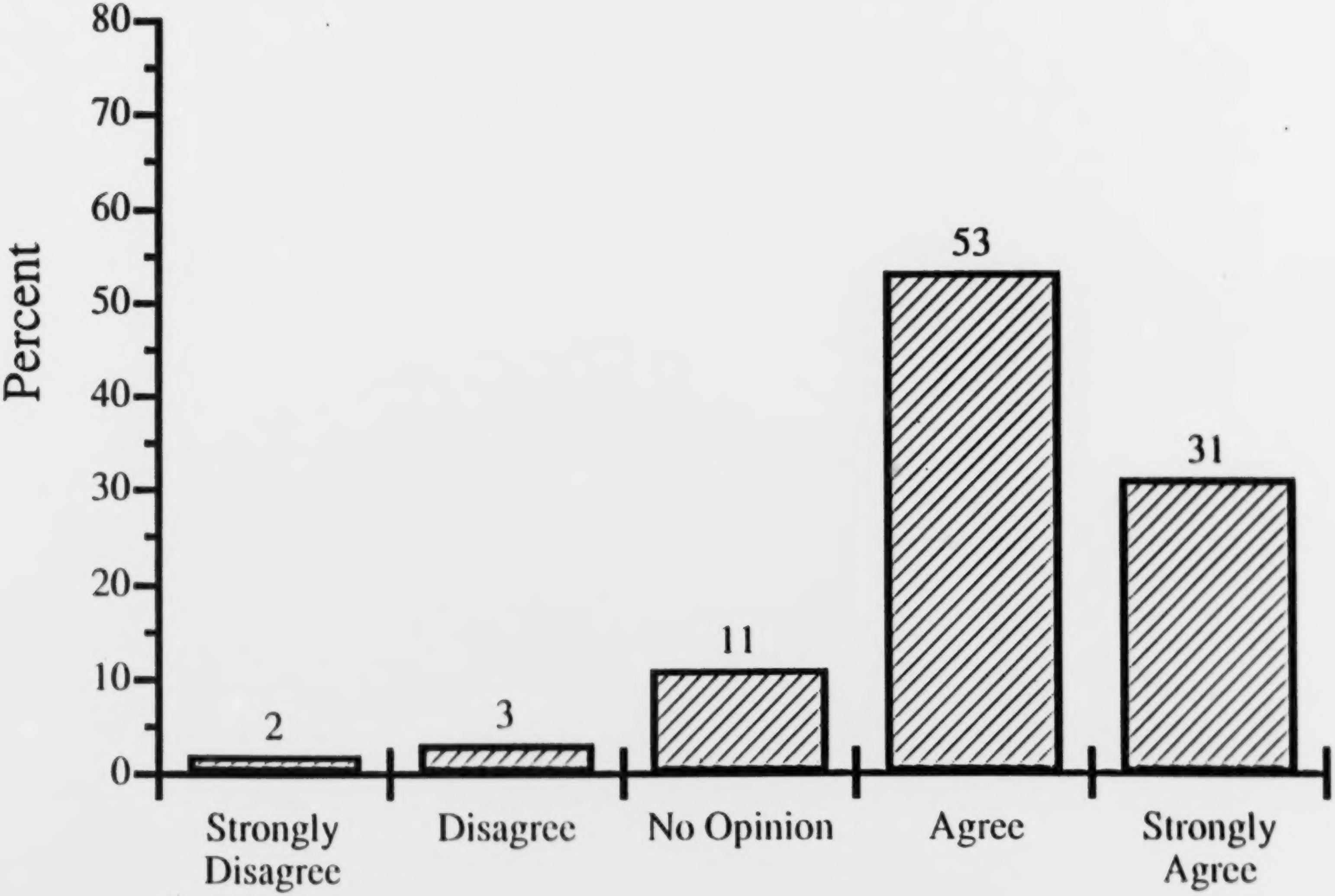


Q15. Year Round education increases teacher professionalism.

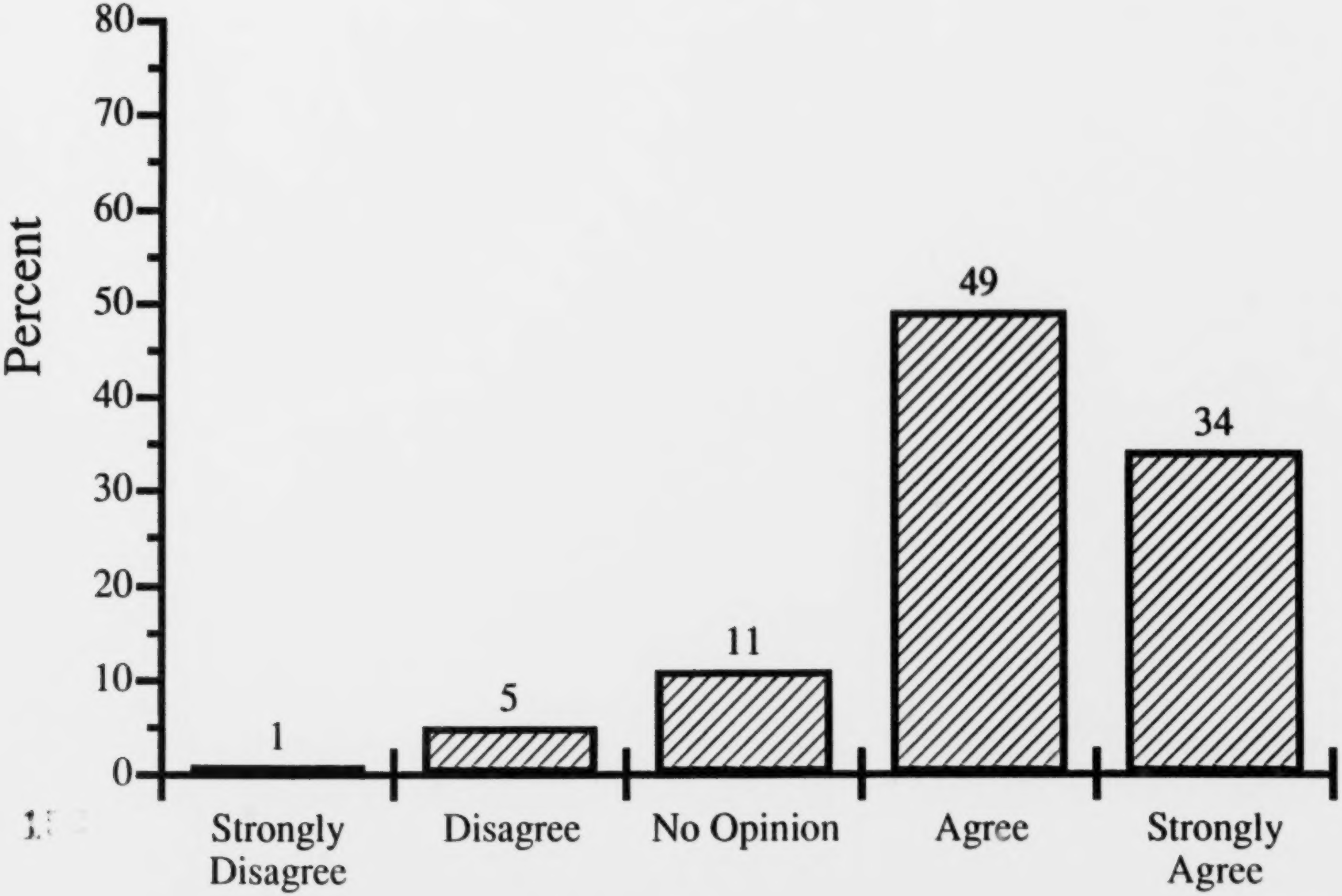


State Year Round
Teacher Survey

Q16. Adopting a Year Round/Extended Year program has benefitted students.

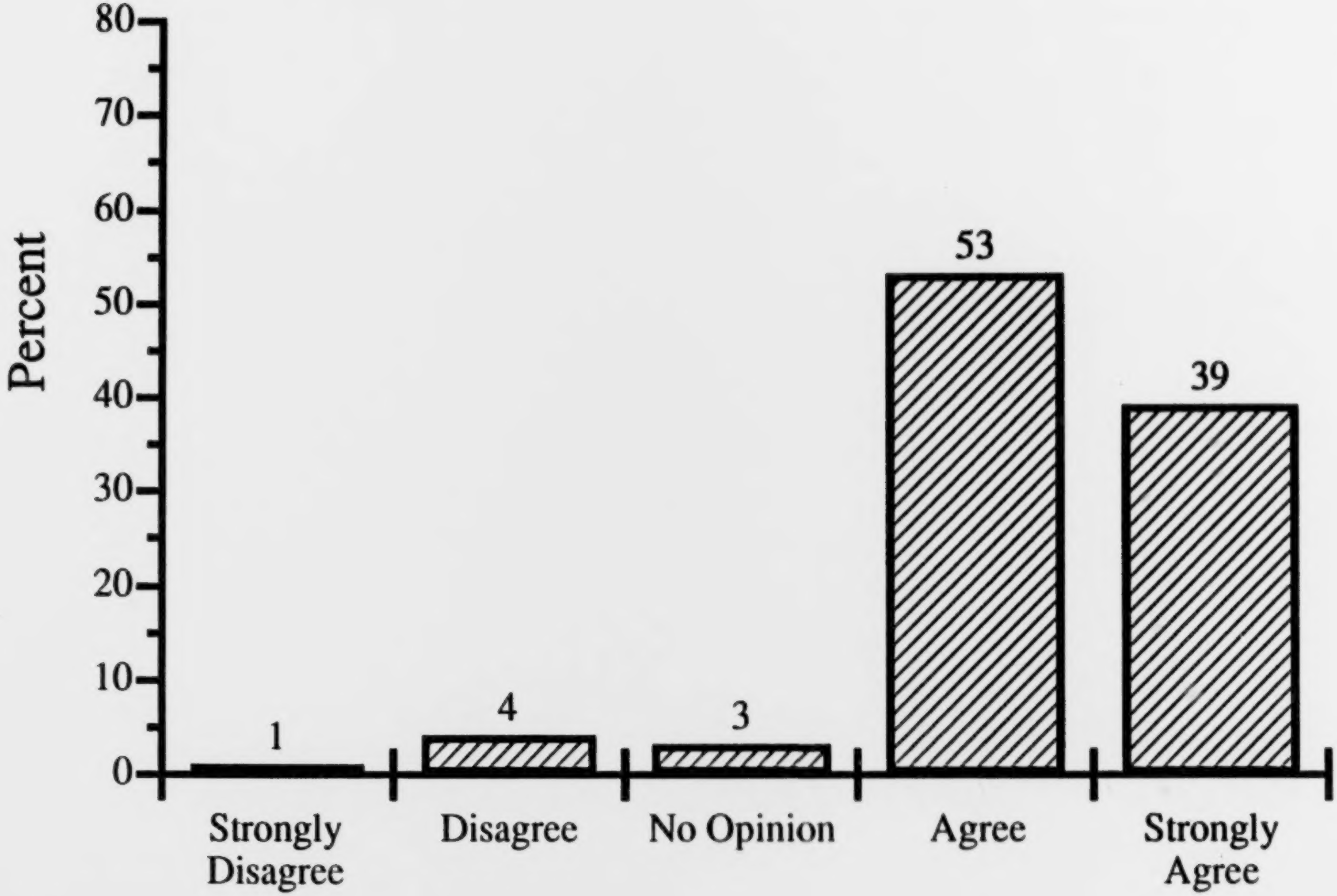


Q17. After the intersession break, I return to school ready to get to work.



State Year Round
Teacher Survey

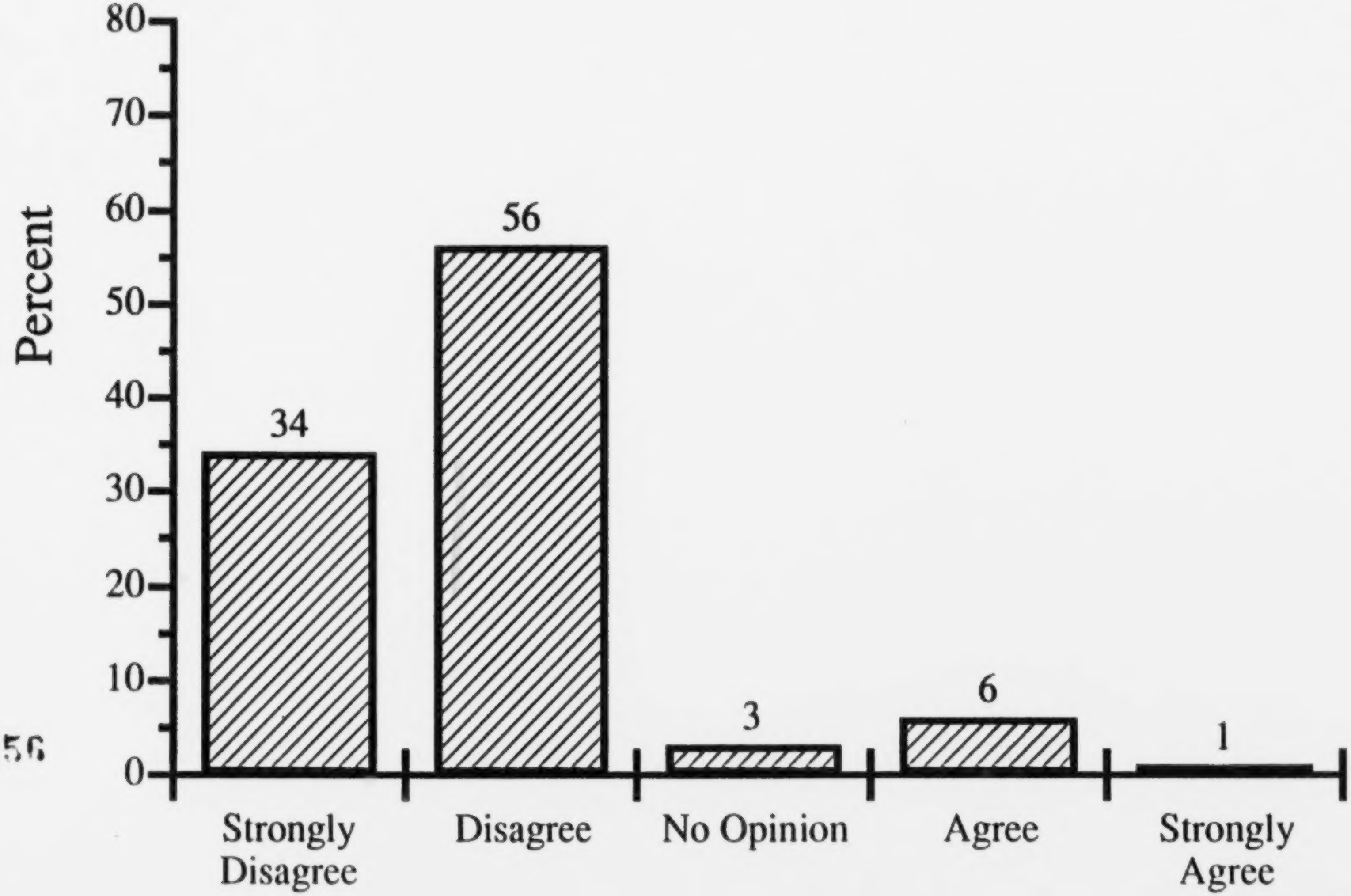
Q18. After the intersession break, my students return to school ready to get back to work.



46-E

State Year Round
Teacher Survey

Q19. After an intersession break, students need a lot of review of information they learned before the break.



State Year Round
Teacher Survey

lot of review of information learned before the break upon their return to school. Three percent of Year-Round teachers had no opinion on this item.

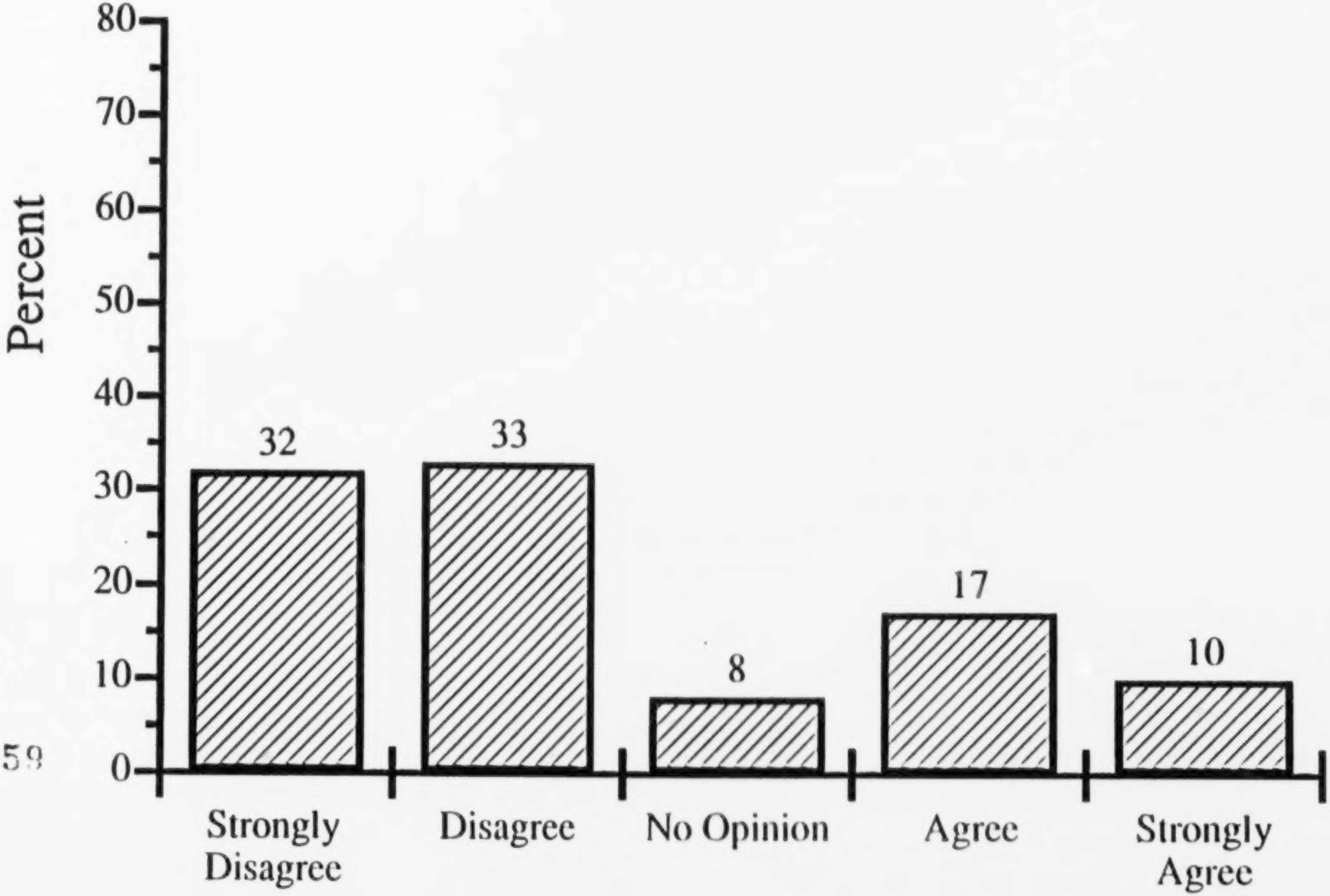
Is teaching on a Year-Round calendar more stressful than teaching on a traditional calendar? Twenty-seven percent of Year-Round teachers reported that they do consider teaching on the Year-Round calendar more stressful than teaching on a traditional calendar. Sixty-five percent of Year-Round teachers reported that they do not consider teaching on the Year-Round calendar more stressful than teaching on the traditional calendar. Eight percent of Year-Round teachers expressed no opinion concerning the relative stress of working on the two calendars.

Teachers were asked to respond to the statement, "Given a choice, I would choose to teach on a Year-Round calendar." Eighty-four percent of Year-Round teachers agreed that, given a choice, they would choose to teach on the Year-Round calendar. About one in ten, or nine percent of Year-Round teachers disagreed, indicating that, given a choice, they would not choose to teach on the Year-Round calendar. Seven percent of Year-Round teachers expressed no opinion on their choice of calendar.

Summary of Teacher Experience on the Year-Round Calendar.

Eighty-four percent of Year-Round teachers indicated that they would, given a choice, teach on the Year-Round calendar, even though a fourth of Year-Round teachers consider teaching on the Year-Round calendar more stressful. Year-Round teacher responses clearly show that a majority of teachers see Year-Round as beneficial for students. Seventy-three percent of Year-Round teachers feel that students learn more; seventy-six percent of Year-Round teachers indicated that their students have a more positive attitude on the Year-Round calendar; and eighty-four percent of Year-Round teachers respond that the Year-Round calendar has benefitted students. Ninety-two percent of Year-Round teachers report that their students return from their off-track time ready to get back to work. Ninety percent of Year-Round teachers report that, when their students return to school from break,

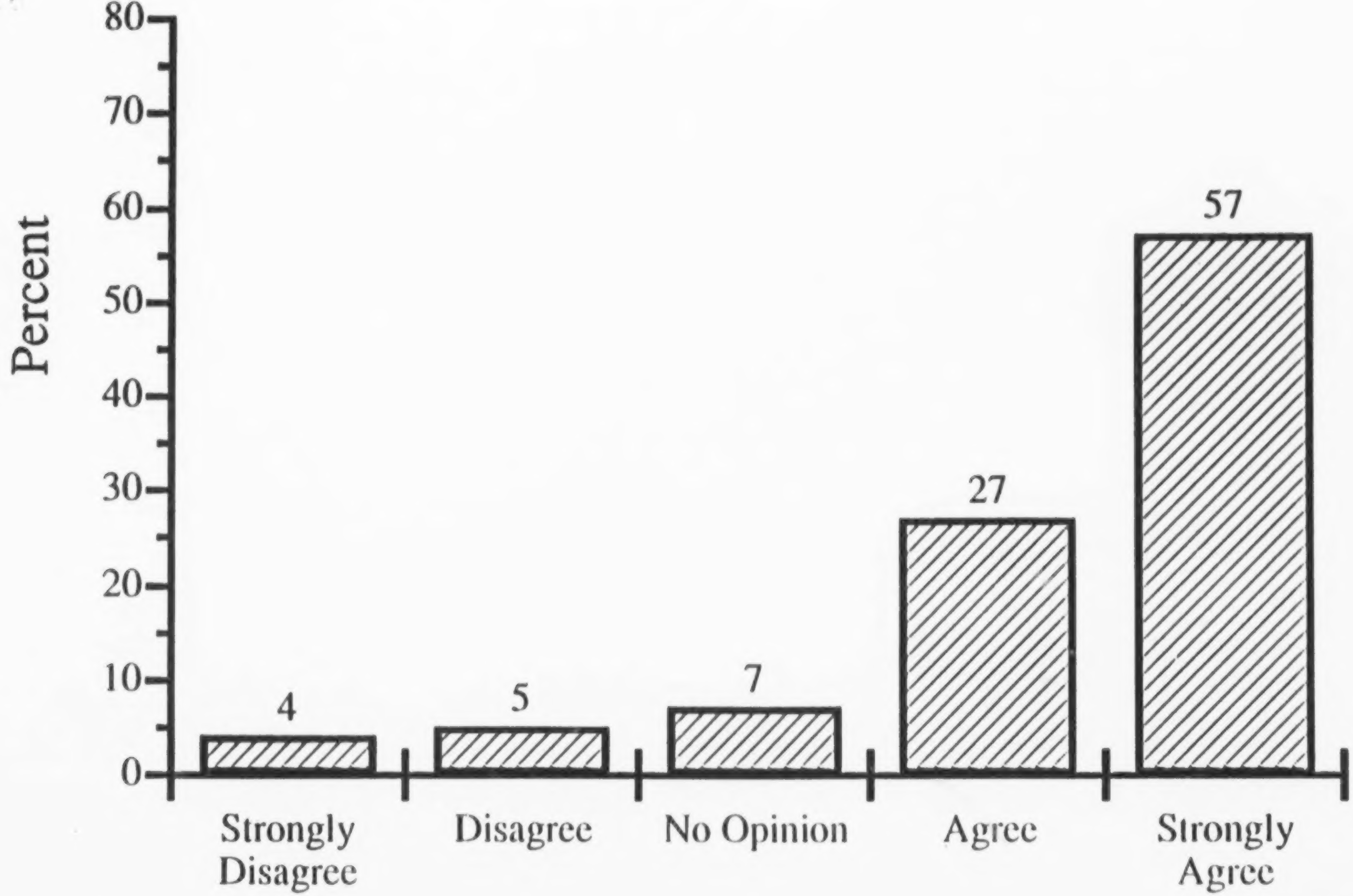
Q20. I consider teaching on an Year Round/Extended Year calendar more stressful than teaching on a nine month calendar.



State Year Round Teacher Survey

Q21. Given a choice, I would choose to teach on a Year Round/ Extended Year calendar.

47-B



they do not need a lot of review of information which they learned before the break.

Teachers are less positive about the district support needed to make transitions to alternative programs a success: fifty-five percent of Year-Round teachers indicated that more district support was necessary. Year-Round teachers were split in their opinions concerning discipline on the Year-Round calendar. Thirty-three percent of Year-Round teachers felt that there were fewer discipline problems on the Year-Round calendar, while thirty-six percent of Year-Round teachers felt that there were not fewer discipline problems on the Year-Round calendar.

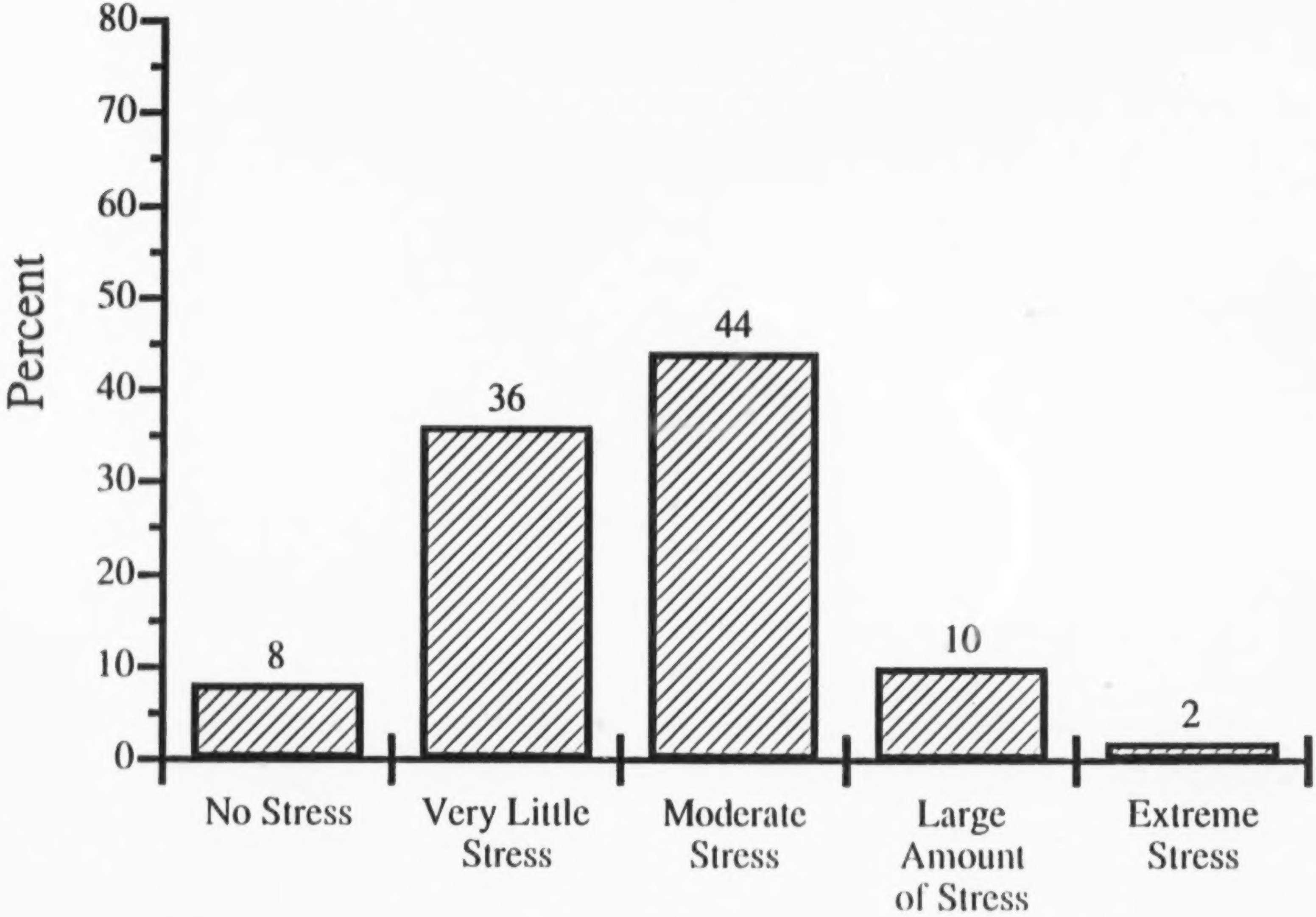
Stress Related to Specific Aspects of Teaching

For a series of items listing specific aspects of teaching, teachers were asked to indicate the amount of stress which they experience during the current school year, using the following scale: a) no stress, b) very little stress, c) moderate stress, d) a large amount of stress, e) extreme stress.

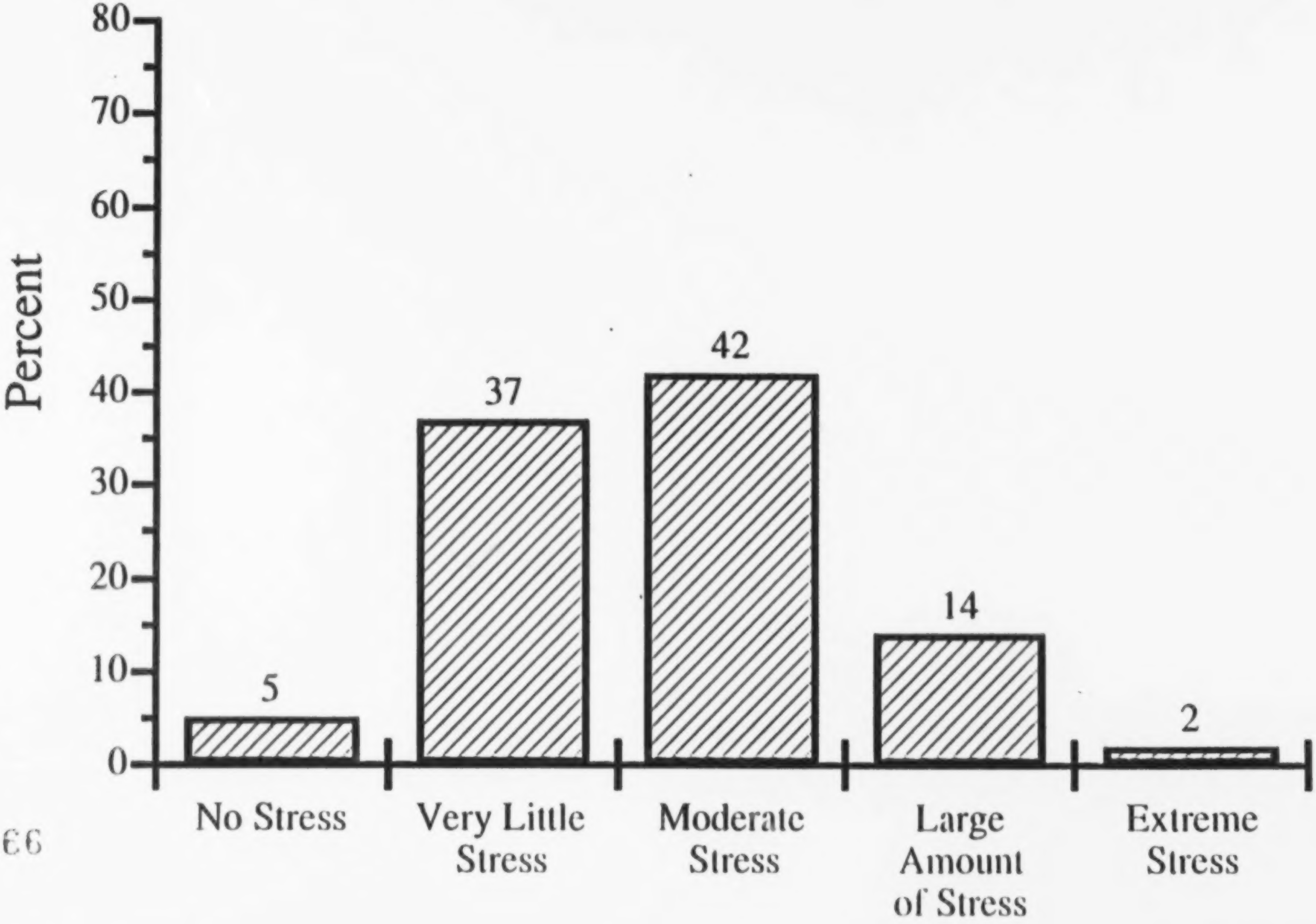
Teachers were asked to indicate the amount of stress which they felt in planning the overall curriculum. Eleven percent of Year-Round teachers responded that they experience a large amount of stress or extreme stress related to planning overall curriculum. Four times as many (44%) responded that they experience moderate stress related to planning overall curriculum. Similarly, forty-four percent of Year-Round teachers indicated that they experience little or no stress relating to planning the overall curriculum. Thus, nearly nine in ten teachers reported experiencing a little or moderate stress in curriculum planning. This is important since some restructuring of the curriculum is almost always required in the transition from the traditional calendar to Year-Round school.

Teachers were asked to indicate the amount of stress which they felt concerning student discipline. Sixteen percent of Year-Round teachers responded that they experience a large amount or extreme stress concerning student discipline. Forty-two percent of Year-Round teachers responded that they experience

Q22. Planning overall curriculum.



Q23. Student discipline.



State Year Round
Teacher Survey

moderate stress related to student discipline. Forty-two percent of Year-Round teachers indicated that they experience little or no stress relating to student discipline.

Planning daily lessons is seen as less stressful. Only three percent of Year-Round teachers responded that they experience a large amount of stress related to planning daily lessons. Thirty percent of Year-Round teachers responded that they experience moderate stress. Two-thirds (67%) of Year-Round teachers indicated that they experience little or no stress relating to planning daily lessons.

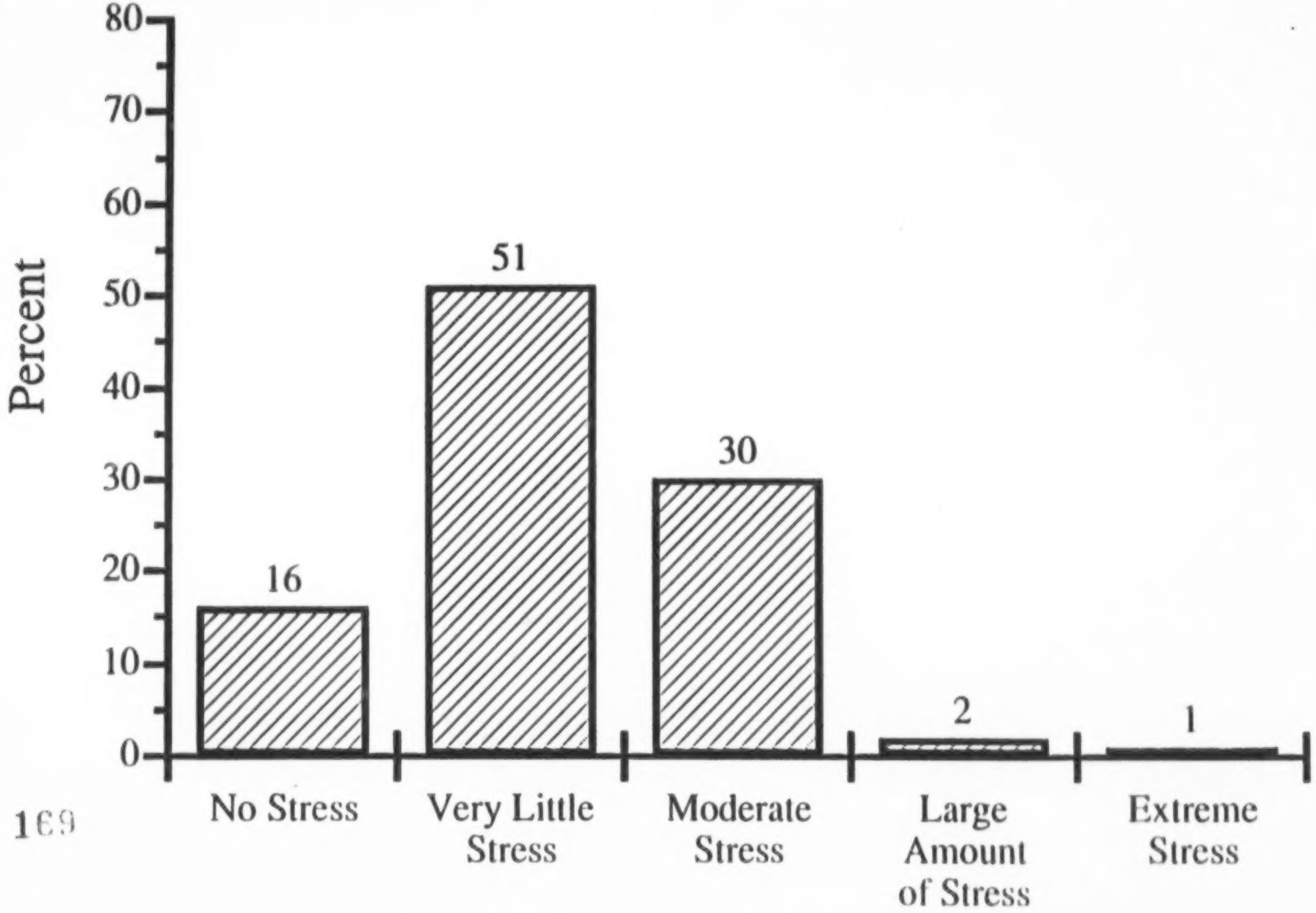
Teachers were asked to indicate the amount of stress they feel in working with parents. Nine percent of Year-Round teachers responded that they experience a large amount of stress related to working with parents. Twenty-nine percent of Year-Round teachers responded that they experience moderate stress in working with parents. Sixty-two percent of Year-Round teachers indicated that they experience little or no stress relating to working with parents.

In diagnosing student needs, eleven percent of Year-Round teachers responded that they experience a large amount of stress or extreme stress related to diagnosing student needs. Forty-two percent of Year-Round teachers responded that they experience moderate stress in diagnosing student needs. Forty-seven percent of Year-Round teachers experience little or no stress in diagnosing student needs.

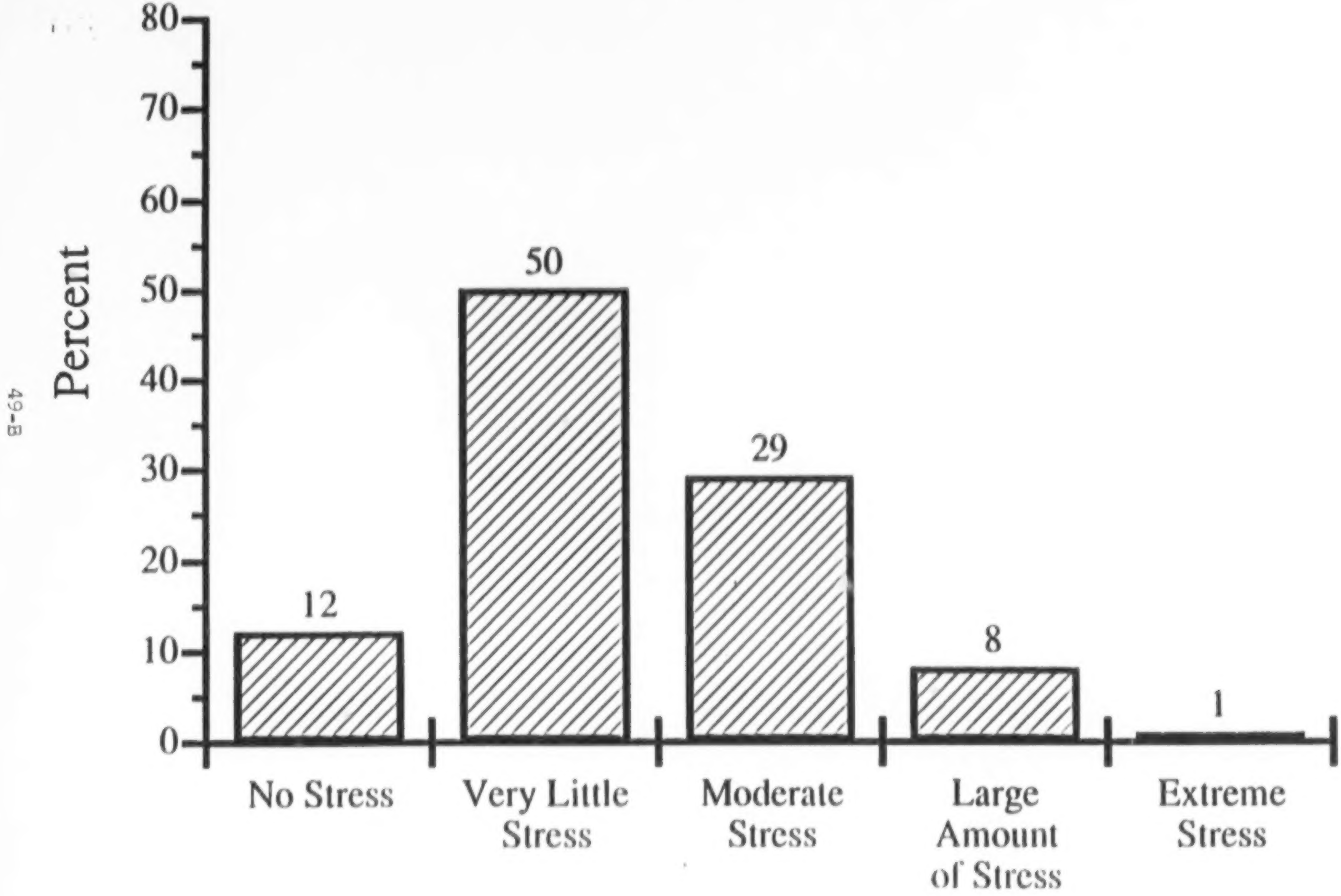
Teachers were asked to indicate the amount of stress which they felt related to classroom organization. The majority (61%) of Year-Round teachers indicated that they experience little or no stress relating to classroom organization. Thirty-one percent of Year-Round teachers responded that they were moderately stressed on this issue. Only eight percent of Year-Round teachers responded they experience a large amount of stress or extreme stress related to classroom organization.

Thirty-two percent of Year-Round teachers responded that they experience a large amount of stress or extreme stress because

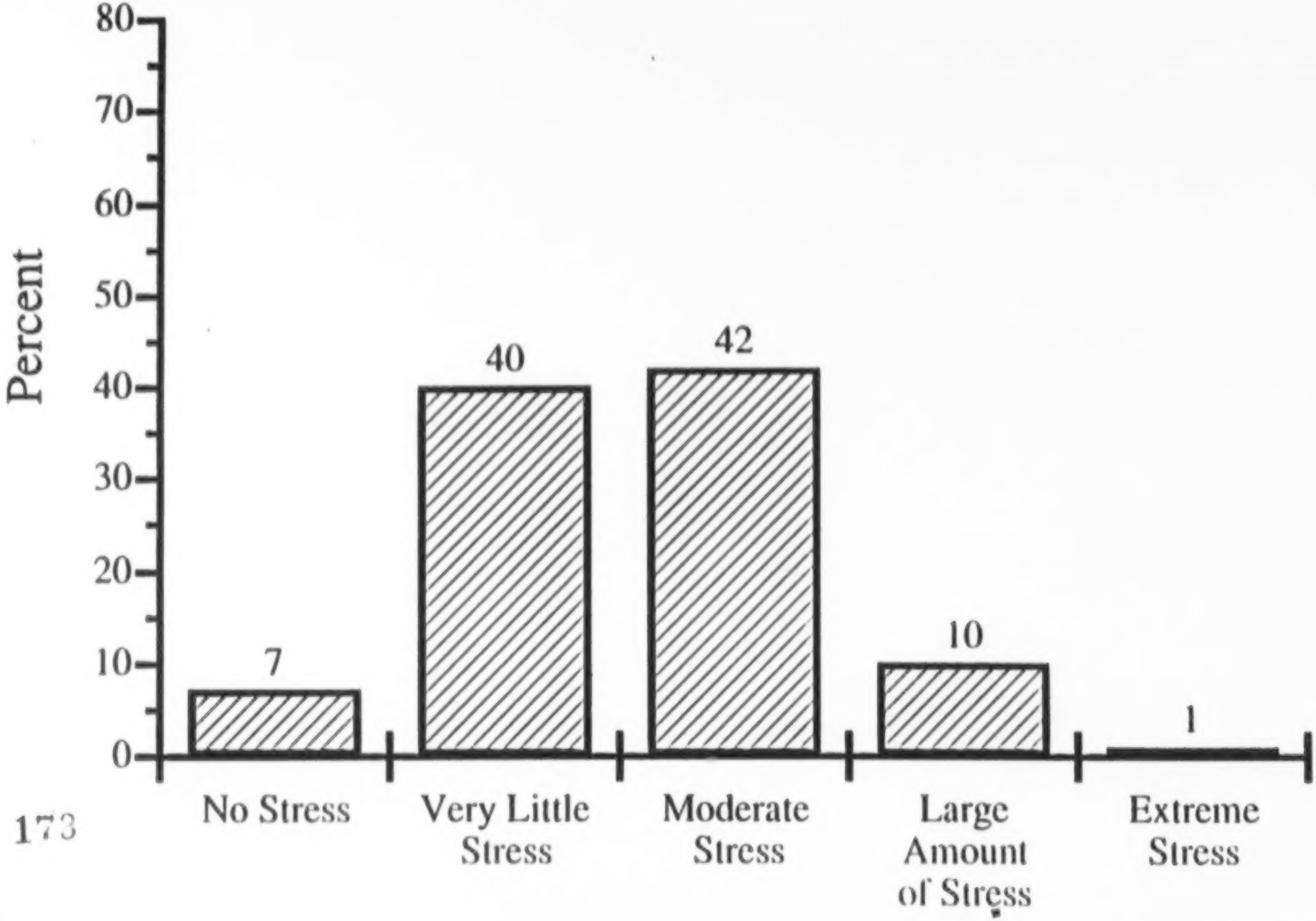
Q24. Planning daily lessons.



Q25. Working with parents of students.



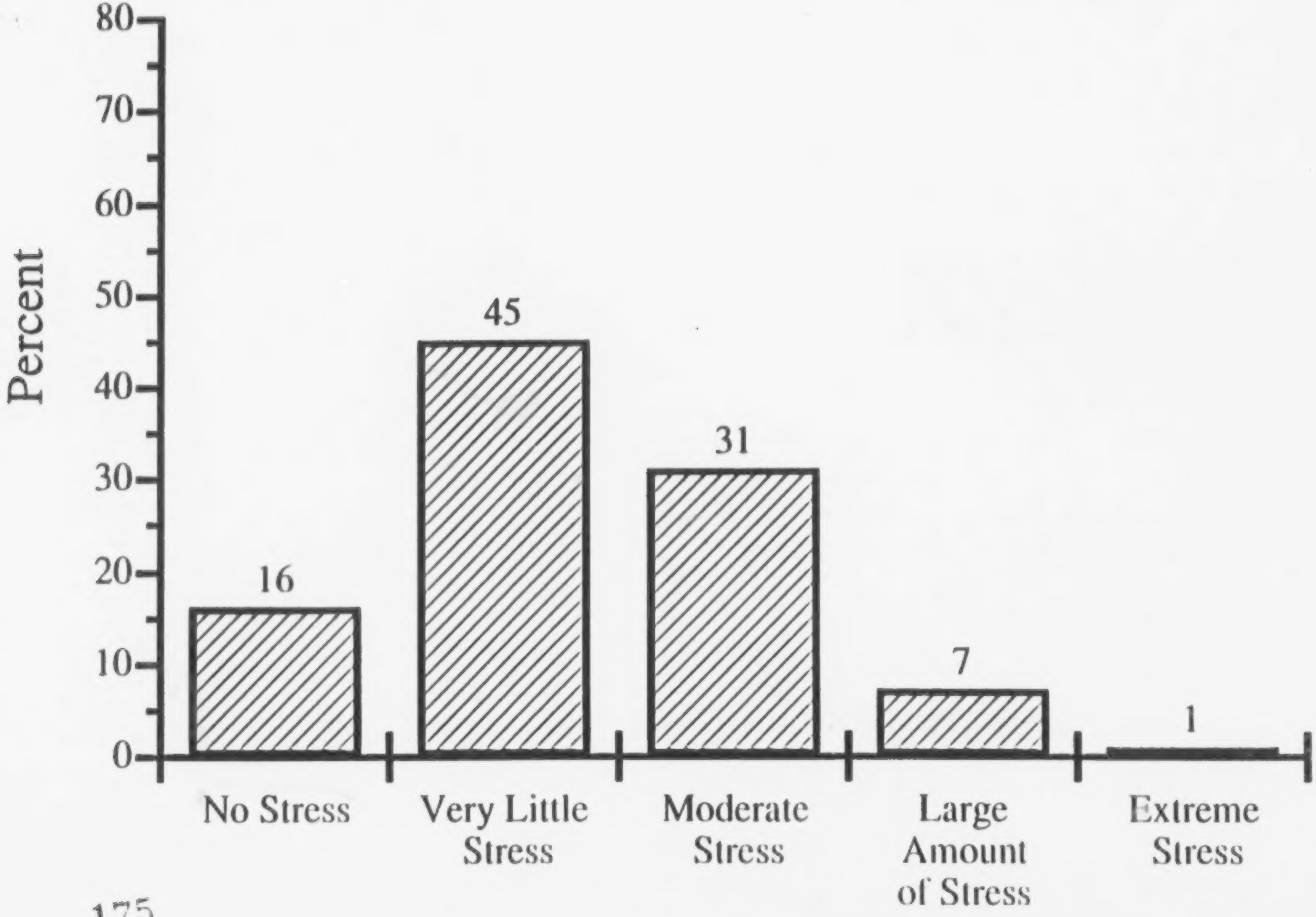
Q26. Diagnosing student needs.



49-C

State Year Round
Teacher Survey

Q27. Classroom organization.



49-D

State Year Round Teacher Survey

of paperwork. Forty-four percent of Year-Round teachers responded that they experience moderate stress because of paperwork. The remaining twenty-four percent of Year-Round teachers indicated that they experience little or no stress because of paperwork. Obviously, paperwork is a notable source of teacher stress.

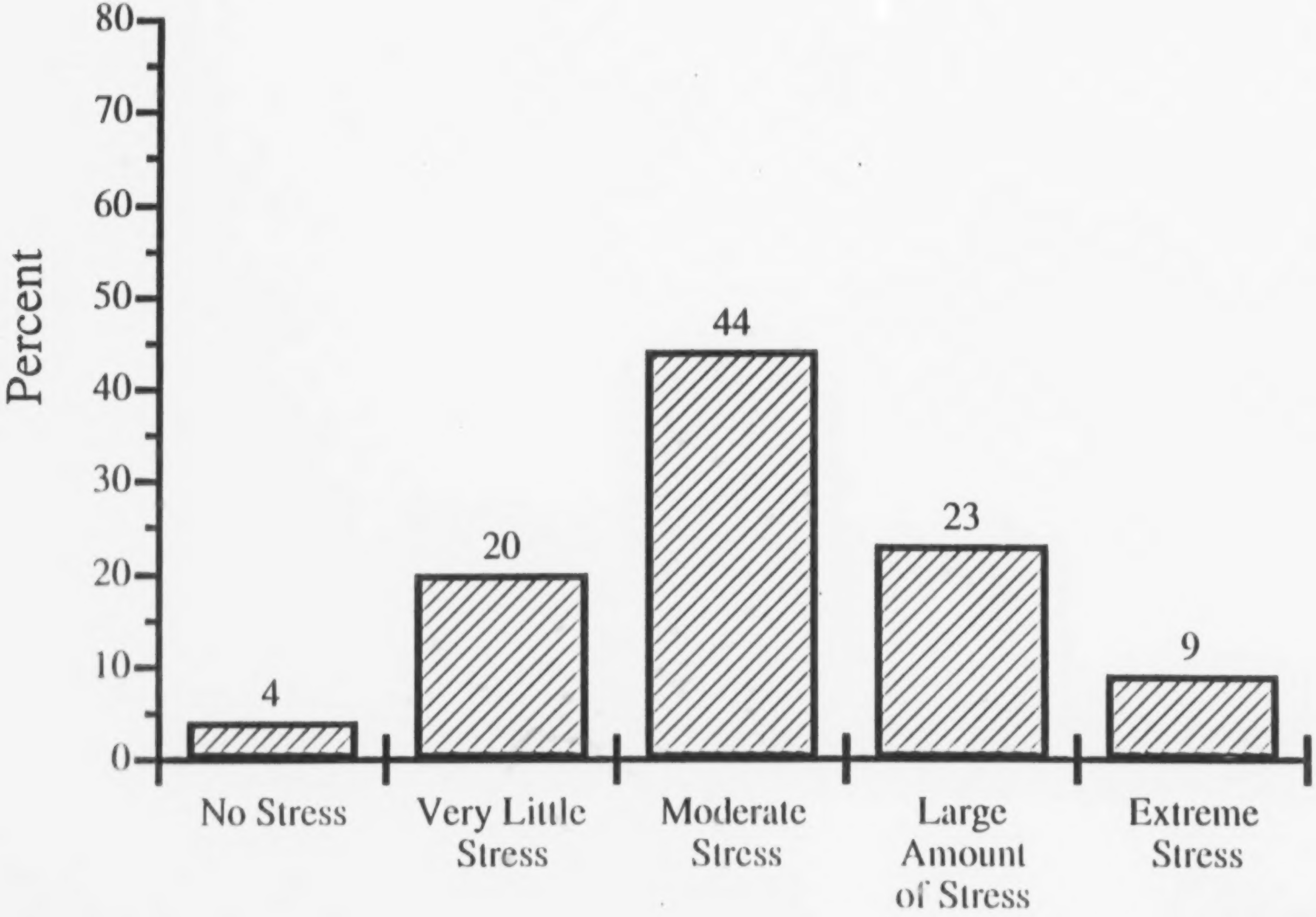
In indicating the amount of stress which teachers report that feel in working with other teachers, six percent of Year-Round teachers responded that they experience a large amount or extreme stress related to working with other teachers. Nineteen percent of Year-Round teachers indicated they experience moderate stress related to working with other teachers. Most teachers (75%) indicated they experience little or no stress in working with other teachers.

Teachers were asked to indicate the amount of stress which they felt concerning the availability of resources (supplies, books, etc). Nineteen percent of Year-Round teachers responded that they feel a large amount of stress or extreme stress concerning the availability of resources. Thirty-one percent responded they experience moderate stress concerning the availability of resources. Half (50%) of Year-Round teachers indicated they experience little or no stress.

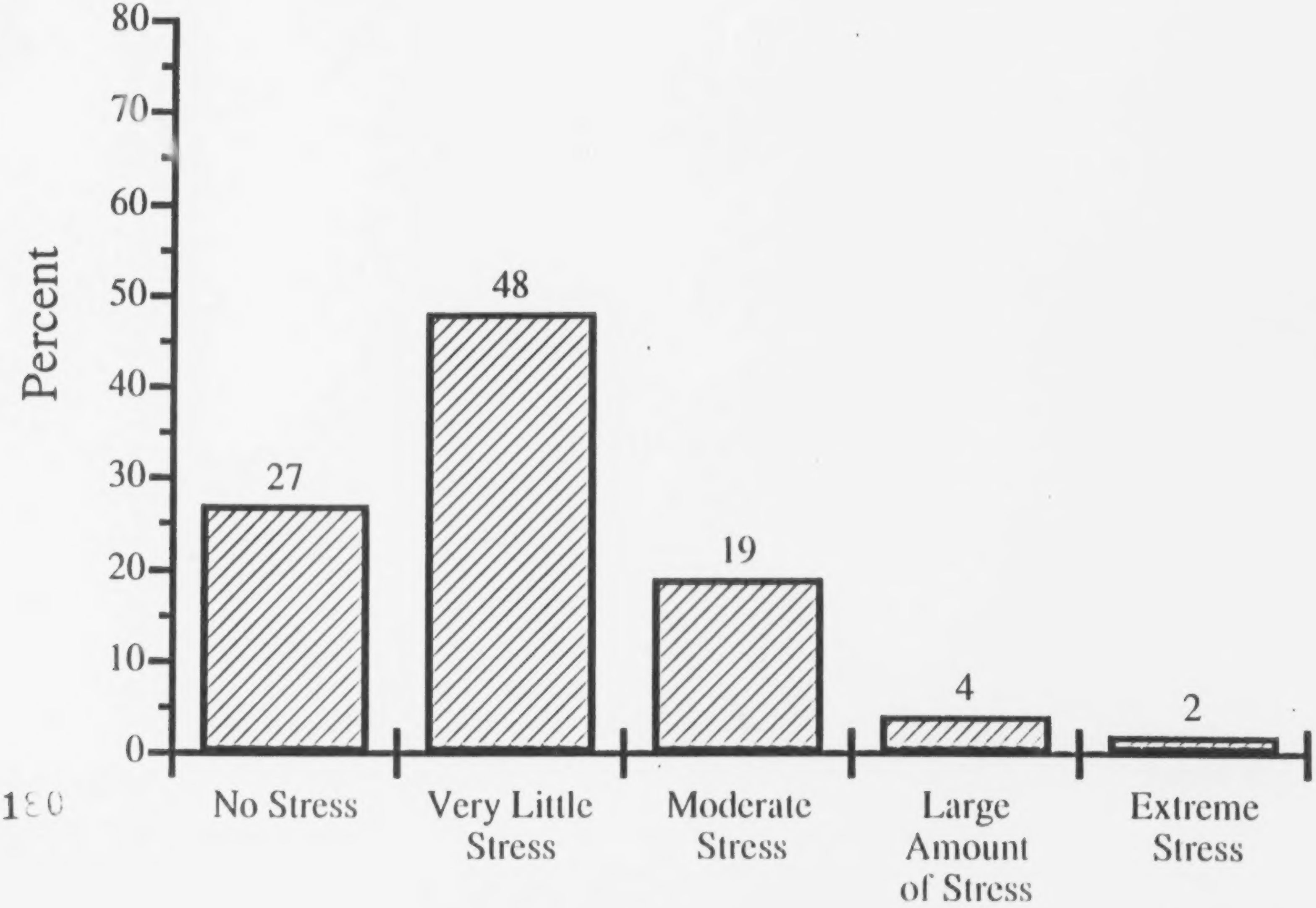
Eleven percent of Year-Round teachers responded that they experience a large amount of stress or extreme stress in testing students. Thirty-five percent of Year-Round teachers responded that they experience moderate stress. The majority (54%) of Year-Round teachers indicated that they experience little or no stress in testing students.

Some Year-Round schools require teachers to send home written reports before each break in addition to traditional report cards, therefore teachers may feel more stress preparing written reports to parents on the Year-Round calendar. Fourteen percent of Year-Round teachers responded that they experience a large amount of stress or extreme stress preparing the written reports to parents. Forty-one percent of Year-Round teachers responded that they experience moderate stress. The remaining forty-five

Q28. Paperwork.

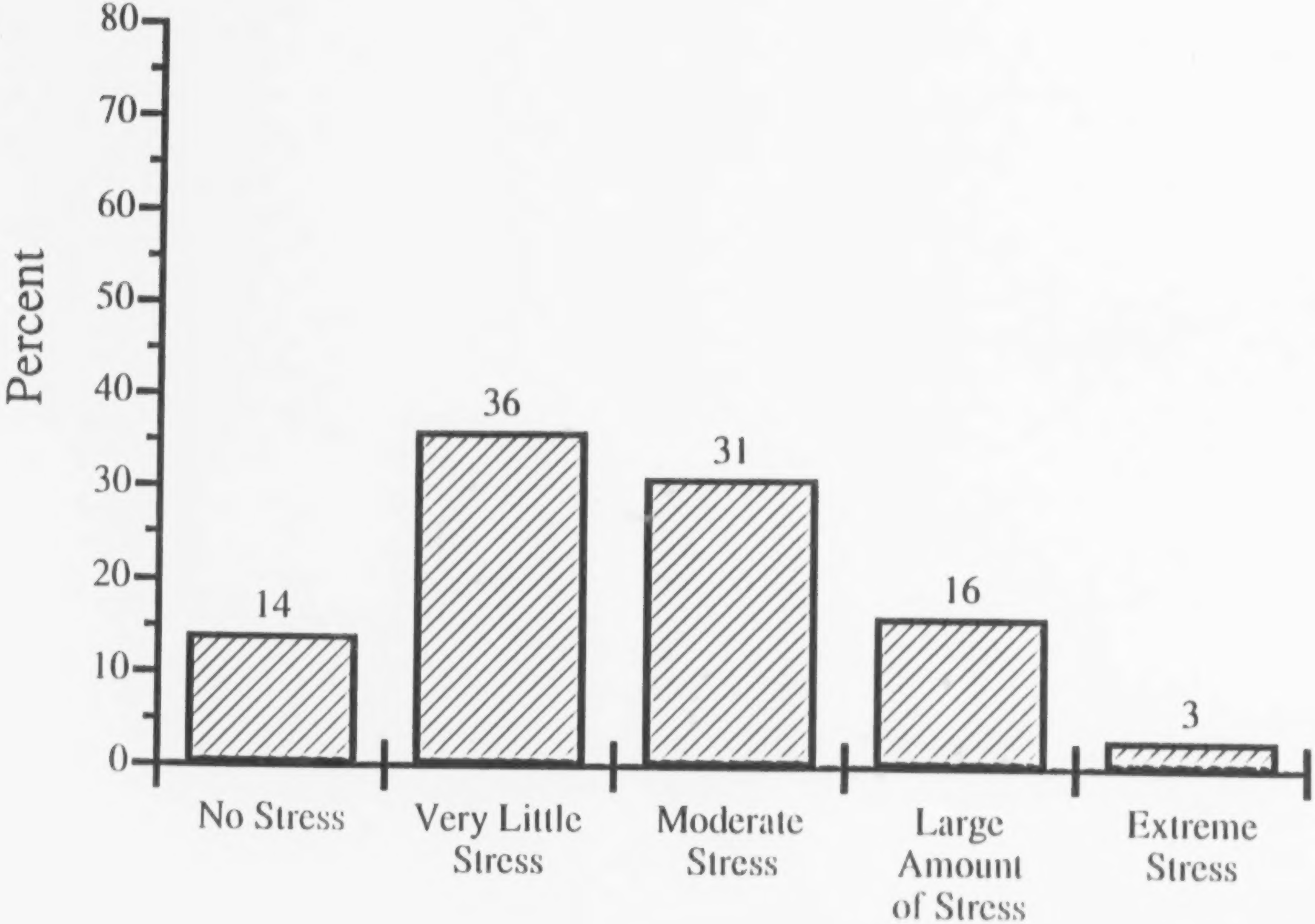


Q29. Working with other teachers.

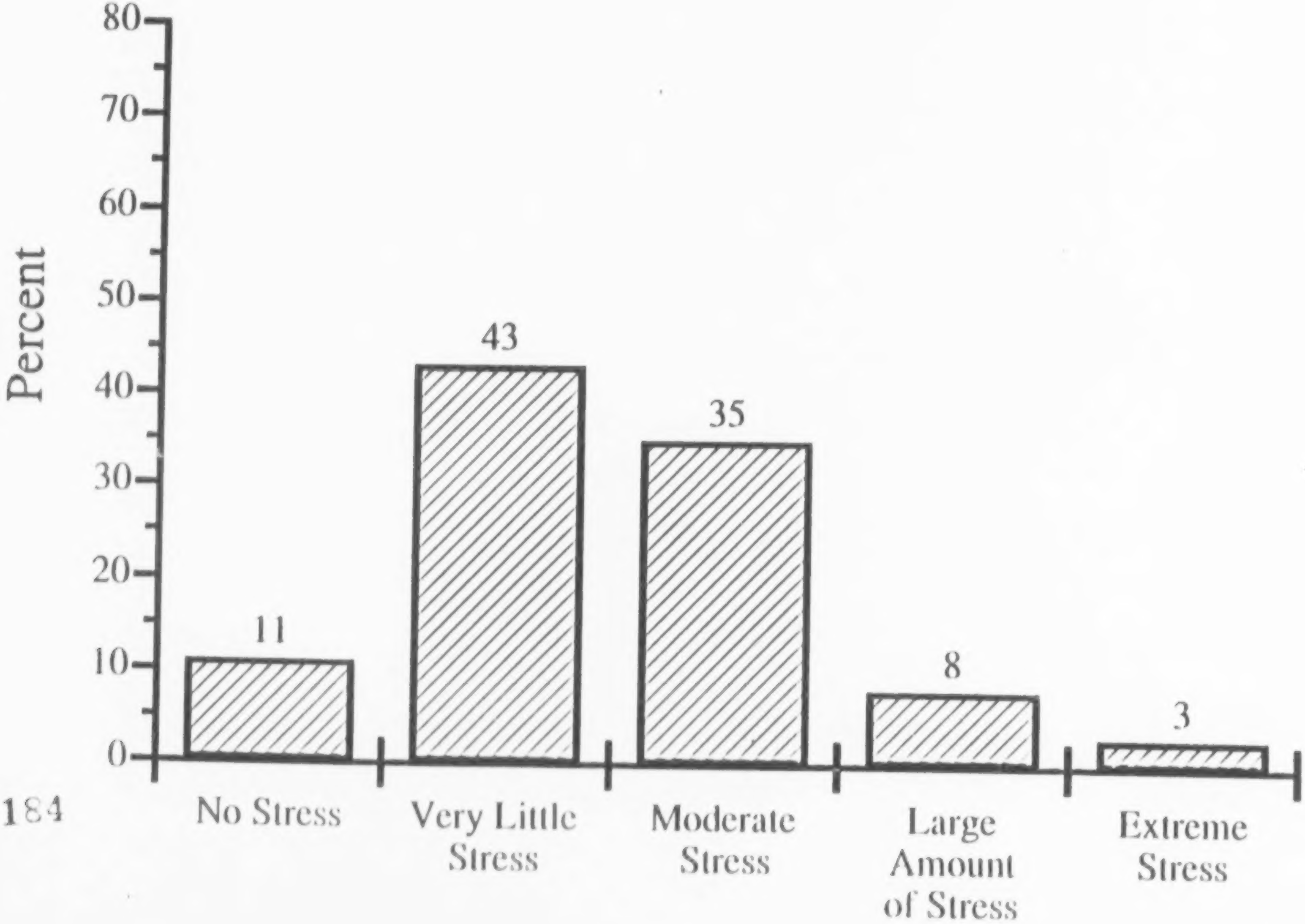


State Year Round Teacher Survey

Q30. Availability of resources (supplies, books, etc.).

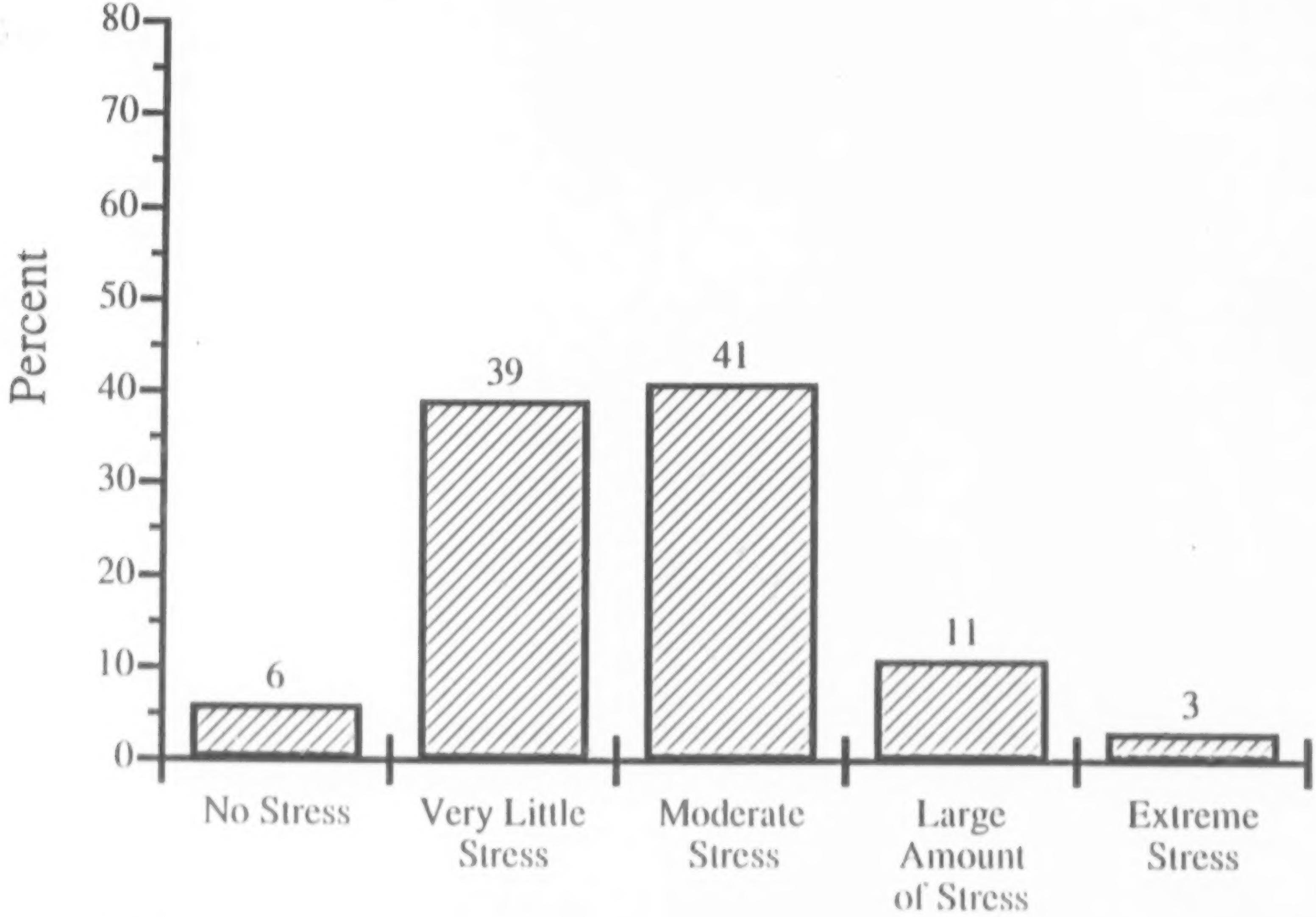


Q31. Testing students.



State Year Round
Teacher Survey

Q32. Written reports to parents.



State Year Round Teacher Survey

percent of Year-Round teachers marked the little or no stress categories.

In addition to written reports, Year-Round Education usually requires more effort in setting up and accomplishing parent conferences. Twenty-five percent of Year-Round teachers indicated they experience a large amount of stress or extreme stress because of parent conferences. Forty percent of Year-Round teachers responded that they experience moderate stress because of parent conferences. Thirty-five percent indicated experience little or no stress because of parent conferences.

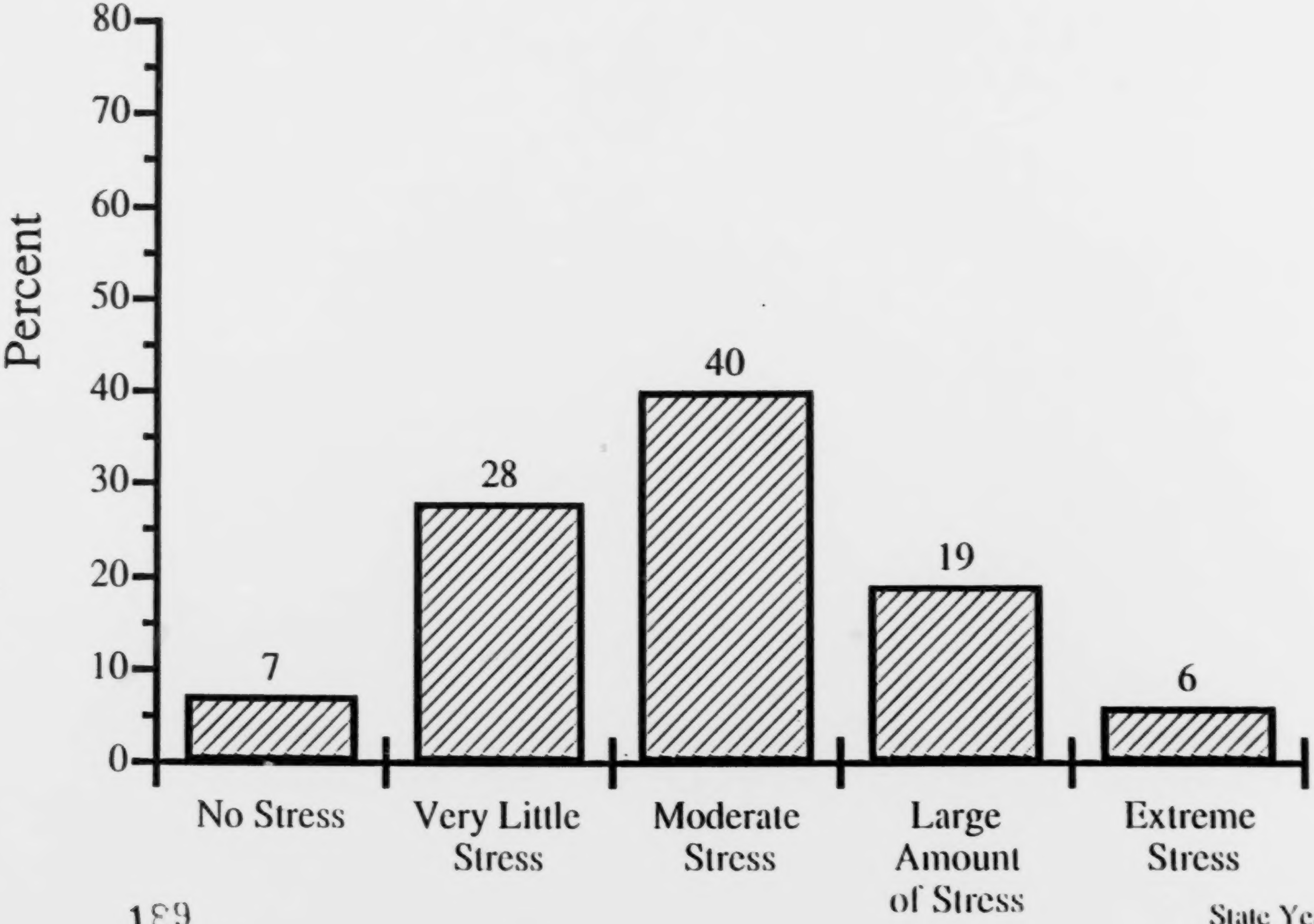
Teachers were asked to indicate the amount of stress which they felt because of student attitudes toward school. Nine percent of Year-Round teachers marked a large amount of stress or extreme stress categories. Thirty-one percent of Year-Round teachers responded they experience moderate stress because of student attitude toward school. The majority (60%) indicated they experience little or no stress because of student attitude toward school.

Twelve percent of Year-Round teachers responded that they experience a large amount of stress or extreme stress because of the academic progress of their students. A much larger group (44%) responded that they experience moderate stress because of the academic progress of their students. A third of the teachers (34%) indicated that they experience little or no stress on this issue.

The biggest source of stress for Year-Round teachers is a factor not directly affected by the schedule change. A majority of teachers (55%) responded they experience a large amount of stress or extreme stress because of their teaching salary. An additional thirty percent of Year-Round teachers experience moderate stress because of teaching salary. Only fifteen percent marked the little or no stress category.

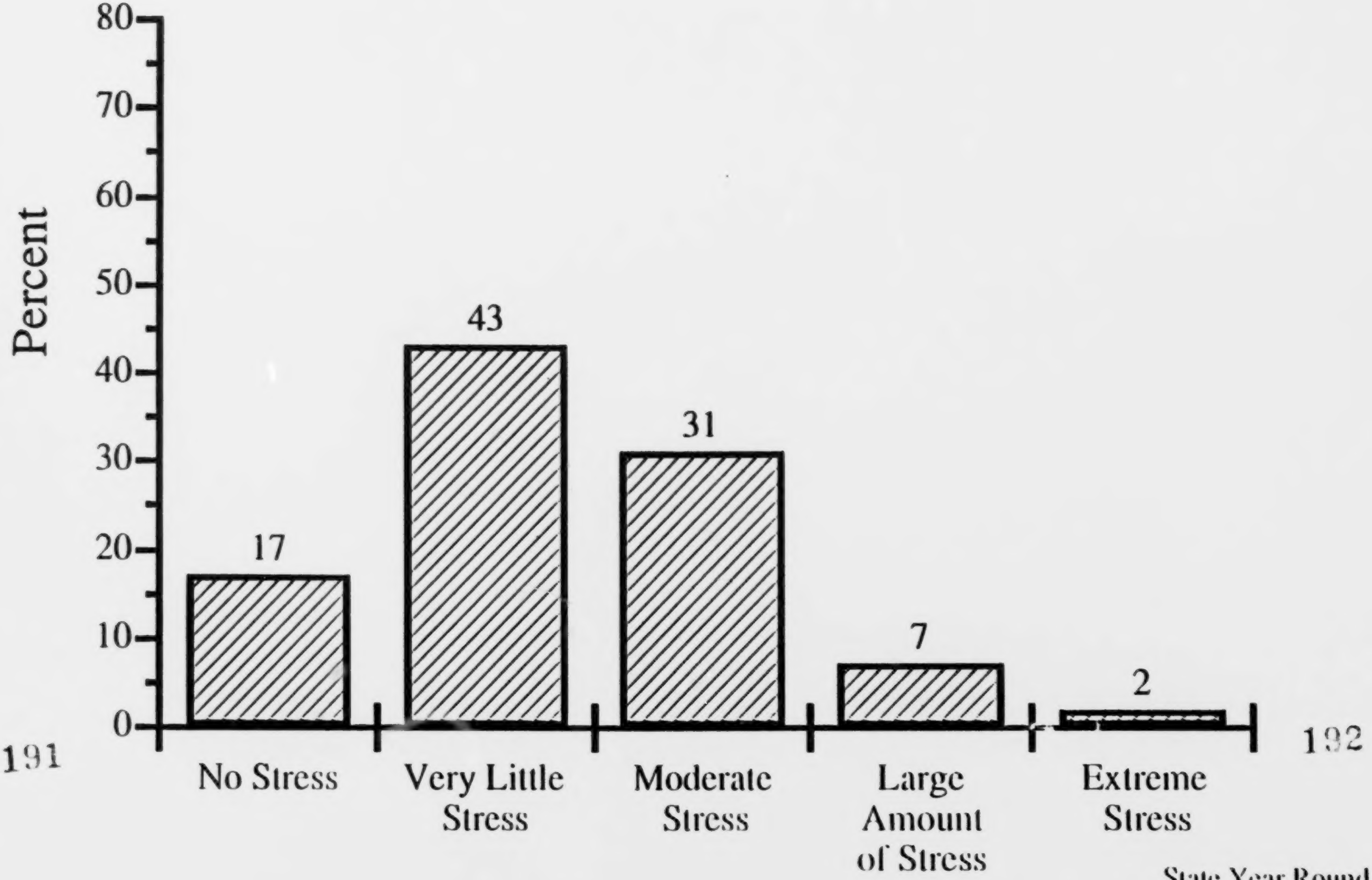
Teachers were asked to indicate the amount of stress which they felt because of the number of students worked with on a daily basis. Forty-nine percent of Year-Round teachers responded

Q33. Parent conferences.



State Year Round
Teacher Survey

Q34. Student attitude toward school.



State Year Round
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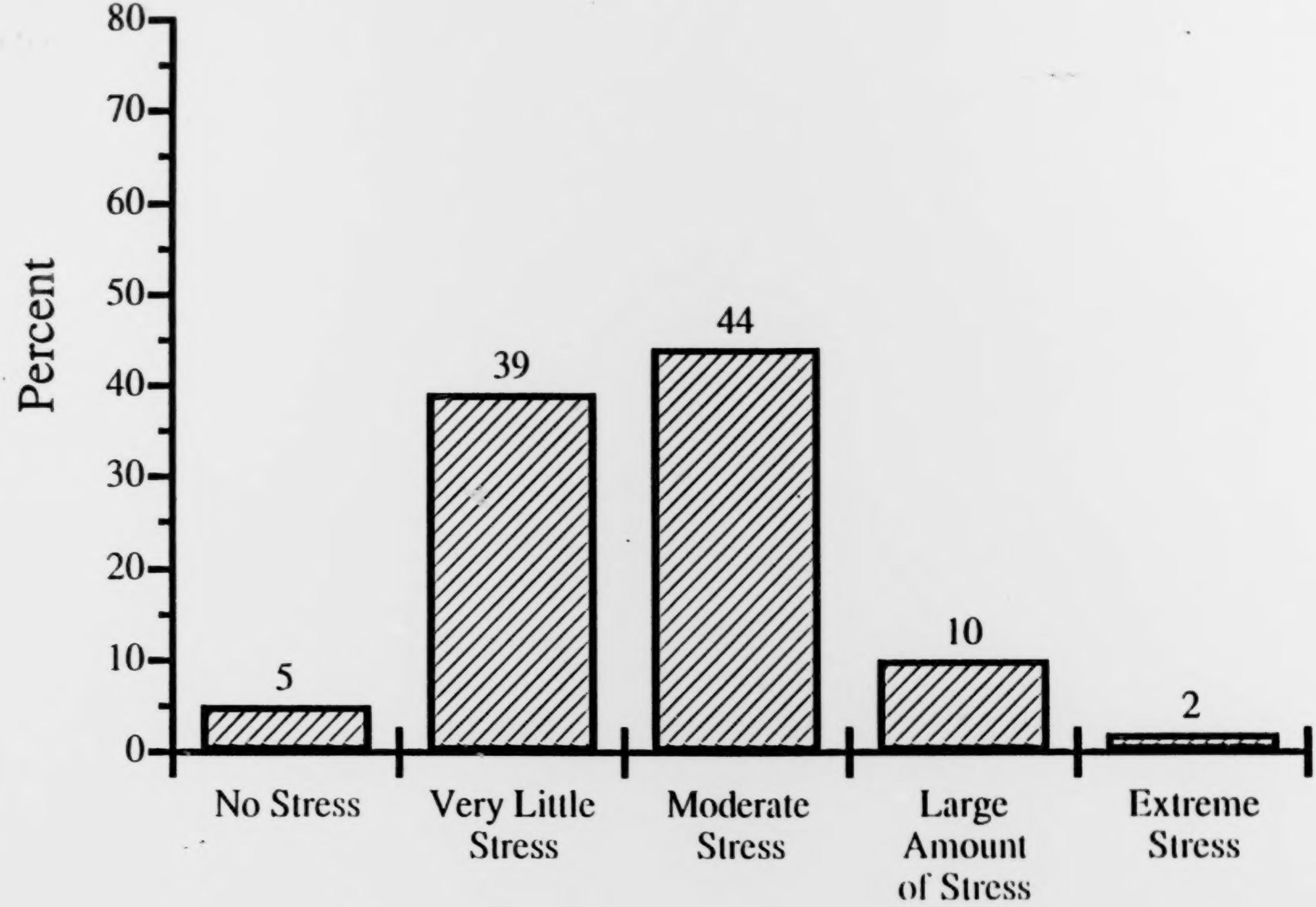
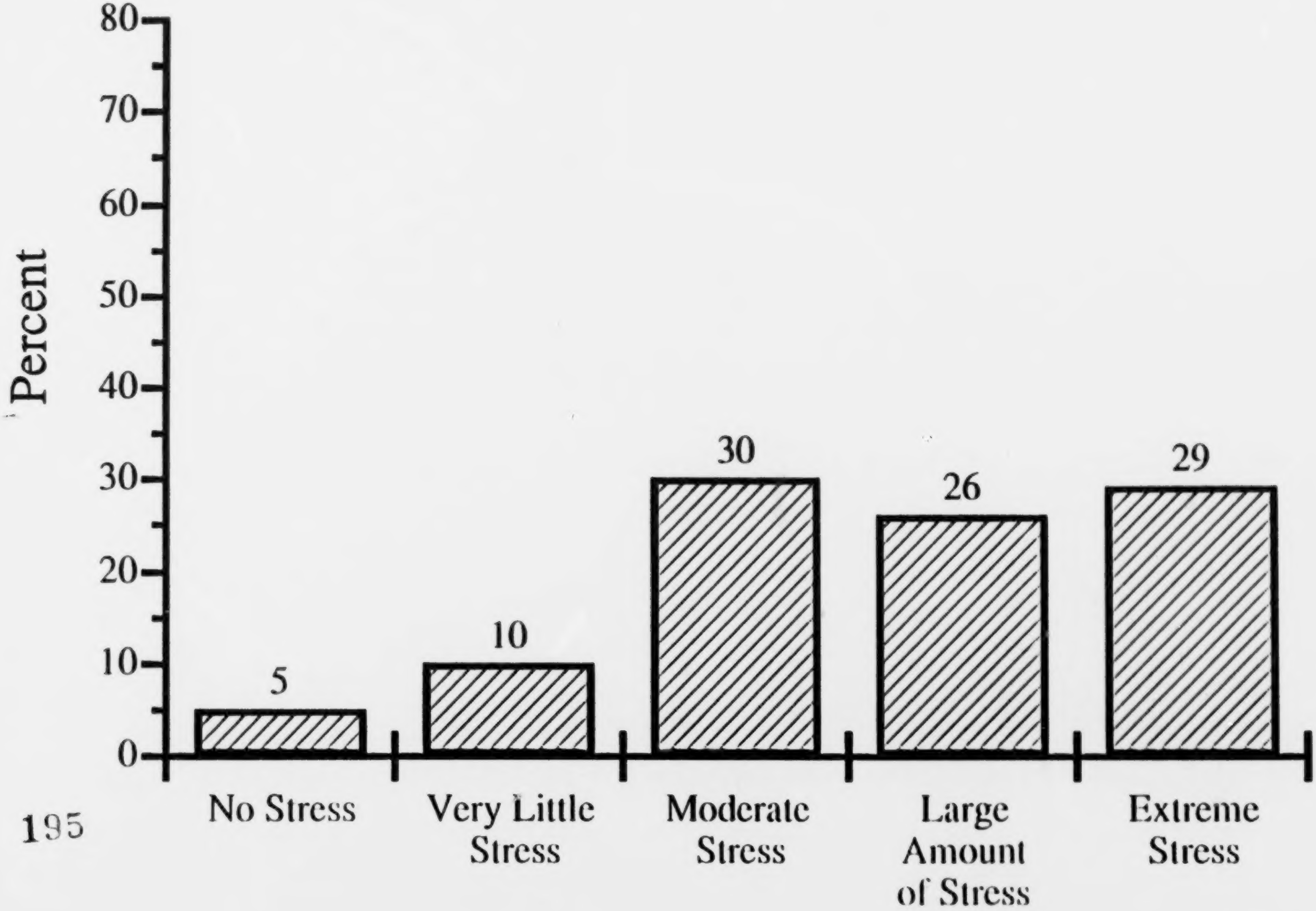
Q35. Academic progress of students.



Q36. Teaching Salary.



State Year Round
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that they experience a large amount of stress or extreme stress because of the number of students worked with on a daily basis. Thirty-four percent of Year-Round teachers responded that they experience moderate stress. Seventeen percent indicated they experience little or no stress.

Summary of stress related to aspects of teaching: The majority of Year-Round teachers experience only moderate to little or no stress planning curriculum, planning daily lessons, working with the parents of students, organizing classrooms, working with other teachers, and student attitude toward school. Approximately one-third of Year-Round teachers experience a large degree of stress or extreme stress with paperwork. One-fourth of Year-Round teachers experience a large degree of stress or extreme stress concerning parents conferences. Year-Round teachers report their greatest stressors to be the number of students they see on a daily basis (49%) and teaching salary (55%).

Teacher preference for calendar

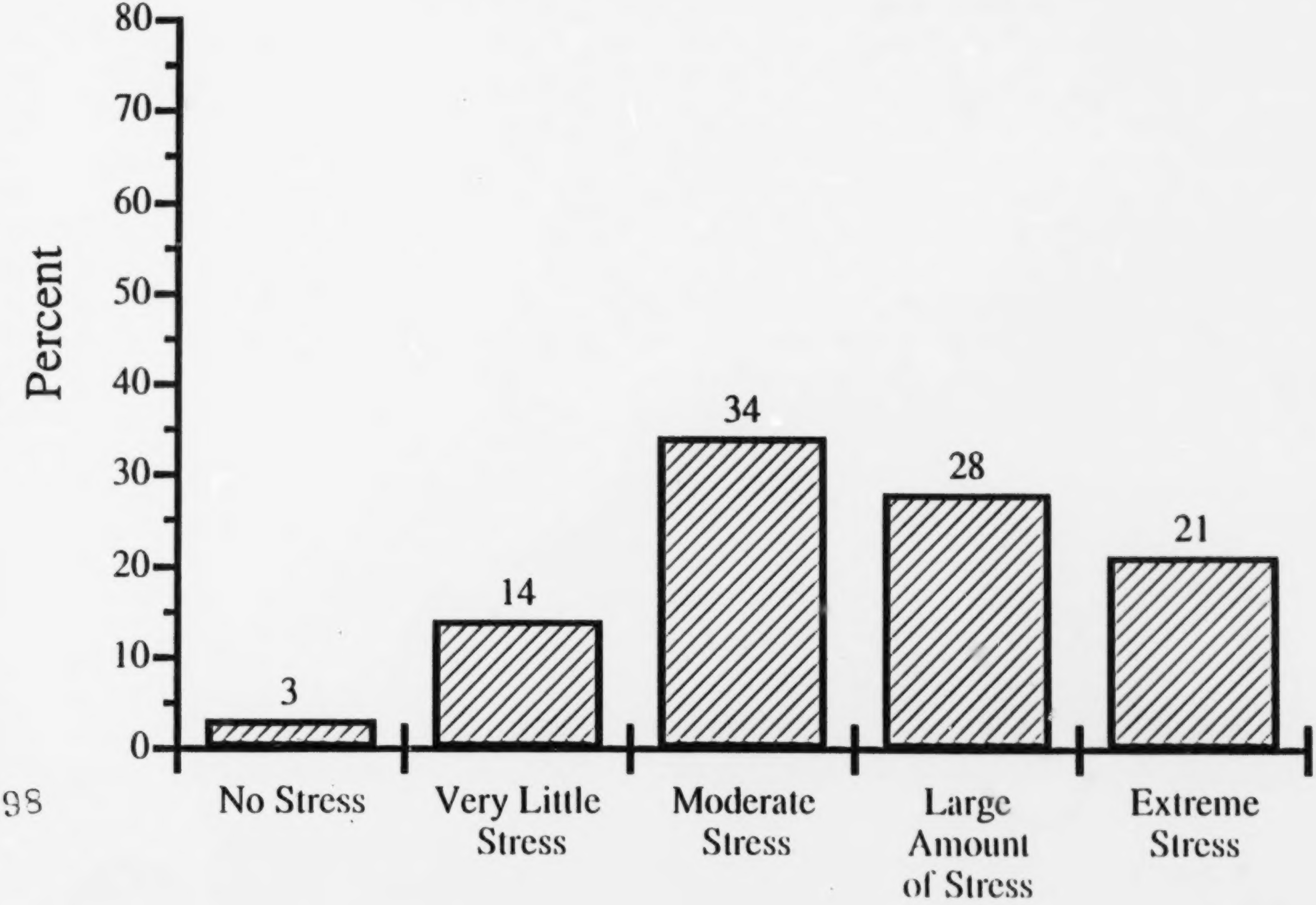
Year-Round teachers were asked on which of the following programs they preferred to teach: a) Year-Round/ Extended Year, b) Extended Day schedule, c) traditional school calendar, d) no preference. The overwhelming majority (85%) of Year-Round teachers preferred the Year-Round calendar over the other two programs. Nine percent of Year-Round teachers preferred the traditional calendar. Only two percent of Year-Round teachers preferred an Extended Day schedule. Six percent expressed no preference for a program.

Comparison of Traditional and Extended Contract Teacher Responses

We made chi-square comparisons between the responses of traditional contract teachers and extended contract teachers on all items. Only one-third of all Year-Round teachers were on an extended contract. Of these teachers, fifty percent had taught in Year-Round schools three or more years. Sixty-six percent of the traditional contract teachers had taught less than three years. (p=.041) Fifty-one percent of these teachers taught in the upper (4th, 5th or 6th) grades. Three times as many extended

Q37. The number of students worked with on a daily basis.

52-A



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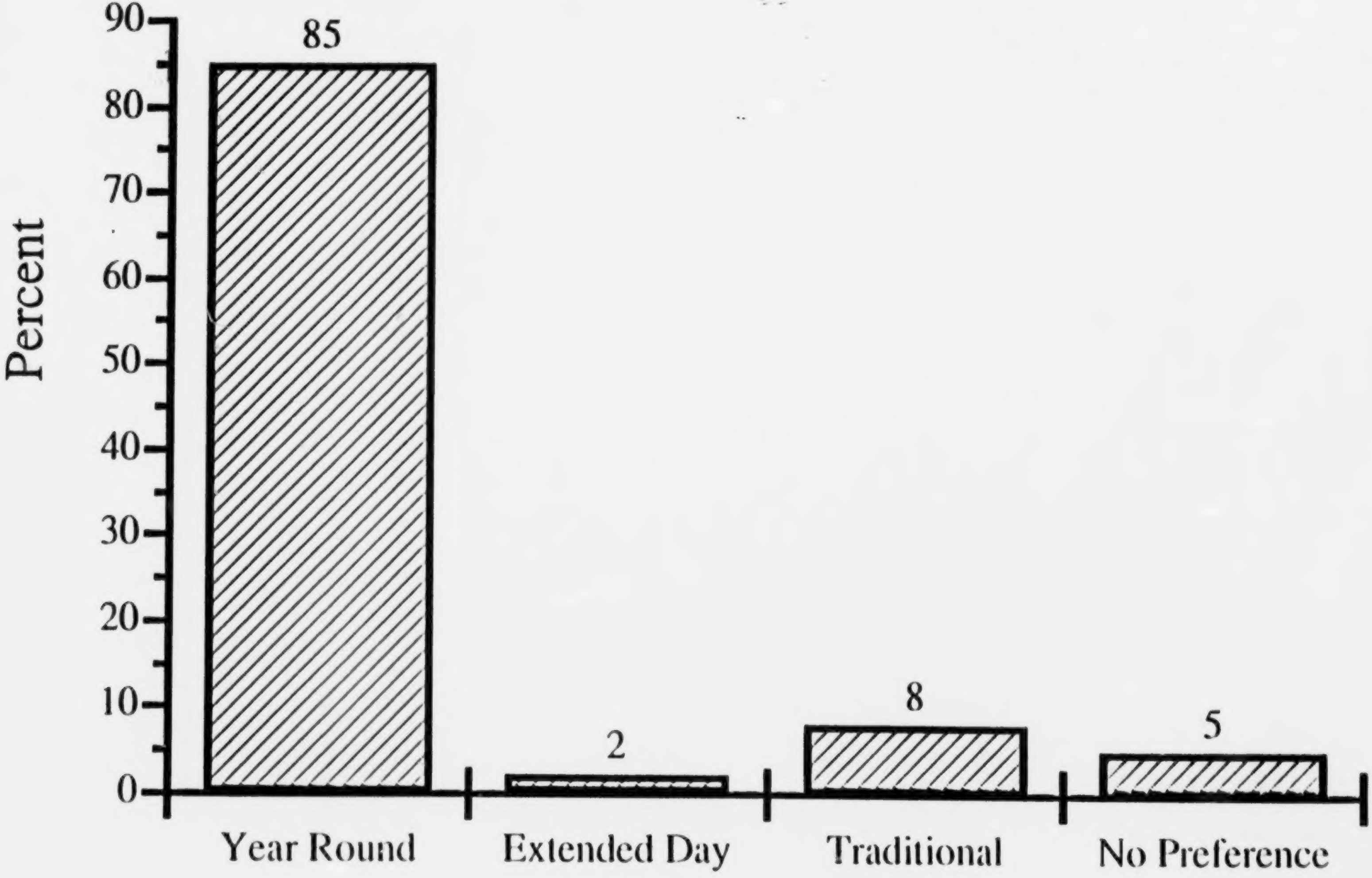
Q38. Do you prefer to teach on a Year Round/Extended Year, an Extended Day schedule, the traditional school schedule, or have no preference.



52-B

contract teachers taught more than one grade (5% traditional, 15% extended contract). An examination of the use of extended contracts in schools shows some interesting patterns. Fifty-seven percent of the resource teachers were on extended contracts, as were 58% of sixth grade teachers. Fifty-eight percent of teachers with students from more than one grade were on extended contracts. Sixty-five percent of fourth grade teachers are on traditional contracts, as are eighty-three to ninety-three percent of teachers in each of the primary grades. (p=.000) Apparently, extended contracts are considered more appropriate or made more available to teachers in upper grades, resource and teachers with more experience in the program.

On seven items, the responses of extended contract and traditional contract teachers were significantly different. While traditional contract teachers indicated that the Year-Round schedule had improved education in their school by a ratio of six to one (65% agree, 11% disagree), extended contract teachers responded similarly by a ratio of thirteen to one (79% agree, 5% disagree). (p=.000)

Four times as many traditional contract teachers expressed no opinion when asked if student learn more on the Year-Round calendar than extended contract teachers (21% traditional, 5% extended contract). More extended contract teachers (86%) agreed that students learn more on the Year-Round calendar than traditional teachers (71%). (p=.000)

When asked if the Year-Round calendar was more stressful than the traditional calendar, extended contract teachers were identically balance in their responses (45% agreed, 45% disagreed). Traditional contract teachers responded by a ratio of almost four to one that the Year-Round calendar was not more stressful than the traditional calendar (19% agreed, 73% disagreed). (p=.000)

Three times as many extended contract teachers (14%) than traditional contract teachers (4%) expressed "no opinion" when asked if they would choose Year-Round Education if given a choice. Although a greater percentage of traditional contract teachers indicated that they would chose Year-Round Education (87% traditional, 79% extended), extended contract teachers chose the program in a ratio of eleven to one, compared to traditional contract teachers' eight to one. (p=.03)

Interestingly, twice as many traditional contract teachers (50%) expressed moderate stress diagnosing student needs as extended contract teachers (24%). (p=.000) More traditional contract teachers (53%) expressed a large amount or extreme stress in diagnosing student needs than extended contract teachers (38%). (p=.033) Finally, twice as many traditional contract teachers (29%) of traditional contract teachers express a large amount or extreme stress concerning parent conference as extended contract teachers (14%). (p=.023)

Summary of Teacher Questionnaires

Using the Maslach Burnout Inventory, only two percent of Year-Round teachers can be categorized as having reached burnout. Teachers cited teaching salary, district support for alternative programs, paperwork, numbers of students and parents conferences as stressful. However, eighty-five percent of Year-Round teachers prefer the Year-Round calendar over other options.

TEACHER INTERVIEWS

During school visits by observation teams, approximately seventy Year-Round teachers were interviewed by a team member. Interviews were conducted with an open-ended instrument. Of primary interest to the interviewers was the teacher's perceptions of benefits and disadvantages in adopting the Year-Round program, changes which they made to teach on Year-Round and general impressions concerning the Year-Round calendar.

Evaluators were interested to know if teachers felt that they had been adequately involved in the planning stages of the program. In over half of the schools, teachers indicated they had been very involved in the plans to implement the program. In a few schools, teachers felt that their involvement in planning and preparation for the program was not adequate, i.e. they had not been able to visit existing Year-Round schools or meet with Year-Round teachers.

When adopting a Year-Round calendar, teachers must not only be assigned to grade level, they receive track assignments and in some cases are assigned to teach on extended contracts. We asked how these assignments had been made. The majority of teachers cited seniority, usually in the school or grade level, as the factor which determined track assignment for the staff. In some schools, the assignments "just sort of worked out" with not apparent problems; in other schools, teachers felt that favoritism or other factors influenced assignments. Several teachers said that they wished they could change tracks on a yearly basis. However, a teacher who had experienced such a track change said that it was more difficult because, in changing, she had to go so long without a break.

When teachers were asked about aspects of their teaching which changed to accommodate the new calendar, they gave the most varied answers concerning team teaching. Because one grade level teacher and his/her students is always off-track, team teaching is perceived to be difficult, if not impossible. In schools where teachers previously used ability grouping for basic subjects, teachers reported they found ability grouping difficult on the Year-Round calendar. Not all teachers considered this to be negative, indicating that there was a trade-off between ability grouping and getting to know students better. In many schools, some form of team teaching has continued, most consistently in subjects such as P.E., music, art and science. Team teaching is common when several grade level teachers are on extended contracts and students are grouped as tracks, rather than in ability groups. The following is an example of a three teacher sixtn grade team in Jordan district (letters B,C,D indicate tracks in attendance). All three teachers are on extended contracts, and teach every day that the school is in session.

	8:40	9:15	10:00	10:45	11:30
Teacher 1 (Math)	Silent Reading	D	C	B	Lunch
Teacher 2 (Science)	Silent Reading	B	D	C	Lunch
Teacher 3 (Reading)	Silent Reading	C	B	D	Lunch

Even in grade level teams where teachers on a grade level go on and off track with their students, some teams had worked out complicated patterns to facilitate teaming.

Teachers also reported that they had to be more organized on a Year-Round calendar. The Year-Round calendar facilitates organizing curriculum and written reports to parents in nine week periods. Record keeping has to be kept current in order to ensure continuity when the class returns on track. In addition, when teachers are required to change classrooms upon return on track, they find that they must have better organized materials, less accumulated "junk", and plan less elaborate bulletin boards. Teachers on extended contracts, who teach more than one track of students, find that they must be very organized in their curriculum planning, record keeping, and classroom organization to be sure that all students receive the same opportunity to learn. Computer record keeping systems have greatly facilitate this process in some schools. In some classrooms, students were observed returning on track to a computerized system which showed what work they had completed, and what they still needed to accomplish.

Teachers gave mixed reviews on student behavior. The majority of teachers said that the breaks refreshed students, and that students returned to school calm and ready to work. One teacher said that the breaks provided him an opportunity to relax and he was more tolerant of his students. Several teachers were concerned that students would become more distracted as they realized that their break was approaching. Other teachers felt that this was a function of a teacher's style, and said that their students worked until noon on the last day of the track.

Teachers were asked about changes in their personal life created by the Year-Round calendar. Having their own children on traditional schedules was the greatest disadvantage mentioned by teachers. Other teachers enjoyed having a schedule different than their family. Several married couples who were both on Year-Round calendars had chosen to teach on different tracks in order to have one parent at home with preschool children. The Year-Round calendar had created a financial hardship for a few teachers. Teachers who had not been able to get extended contracts cited the loss of their summer employment as a disadvantage to the program.

When asked about the greatest benefit which they saw in the Year-Round calendar, teachers said that both they and the students benefitted from the short breaks. Other common benefits which teachers reported are as follows:

> Students are refreshed and return to school excited to learn.
>
> Teachers feel that they have as much stress as on the traditional calendar, but they do not feel that they are as likely to "burn out".
>
> Students also tend to need less review in the beginning of the year than on a traditional program, and only need to review material for a short time when returning on track.
>
> Changing the calendar forces teachers to be more organized, to look closely at the curriculum and be more innovative.

No end of year wind-down, "Worst day of the year is Halloween, not the whole month of May."

Opportunity for teachers to make extra money through extended contracts and substituting in off-track time.

The primary disadvantages to the Year-Round calendar which teachers reported were changing rooms and having to use career ladder days to set up their rooms after a break. The problems of students being together for several years because of the tracking system was also a concern. The tracking system also makes equalizing classes impossible, i.e. there is a tendency for disadvantaged students to end up together on the less advantageous tracks. Even equalizing the number of boys and girls in a class is impossible.

Resource teachers who were not given extended contracts had concerns over the equalization of service to all students. Often when a resource teacher was off track, another resource teacher or an aide had to assume part of their teaching load.

Teachers who were teaching on extended contracts, but had not chosen to do so were the least positive of teachers interviewed. Several of these teachers said that they were overwhelmed by the numbers of students for whom they were responsible and felt that the short vacation in July was not enough to prepare them to return to school.

OBSERVATIONS AND STAFF INTERVIEWS

School observations and interviews were conducted during the Spring of 1989. An observation team visited each school included in the sample. The team followed a structured format, including interviews with the school principal, custodial staff, office staff, media personnel, kitchen staff, and a sample of students and teachers. All interviews were conducted using questionnaires with open ended questions. Classes observations were conducted using a structured observation form.

Custodial Staff Interviews

The number and work hours of custodial staffs differed from school to school. Frequently, these hours were based on the square footage of the building, rather than the educational program. Eight of the thirteen custodians indicated they felt that there was additional wear on the buildling because of Year-Round calendar. Carpets and floors received the most wear. Schools where classrooms and/or learning centers had direct access to the outside had less wear than a more traditional floor plan. Generally, staffing and hours had not changed for the custodial staff. They listed two main challenges. First, at track changes, their work increased because they were called on to assist teachers moving in and out of classerooms. Second, the custodians had lost their three month summer for deep cleaning. At least five of the custodians had designed a method to deep clean on a weekly basis. In one district, the traditional summer deep cleaning crew had been hired to deep clean one night a week. In this district, rooms in the school were cleaned on a rotating basis during the year. Other custodial staffs were attempting to complete all deep cleaning during the July break between school years.

One custodian commented that with fewer students in the school at any given time, the school seemed a lot cleaner. Several custodians commented that budget cuts had been a greater problem than the Year-Round calendar. There was a general consensus that custodians enjoyed greater flexibility in their own schedule with the increased ability to take time off during the school year.

Office Staff

Secretarial staffs in Year-Round schools usually consist of one full time secretary and two or three part time secretaries. The majority of schools had increased their office staff as well as staff hours, although the increase was sometimes based on increased student load rather increased work load because of the program. All office staffs indicated that registering students on tracks was their greatest workload increase and challenge. The majority of office staffs were also assisted with a newsletter other communication sent on a regular basis to patrons. In the majority of schools, the office staffs reported increased wear on office equipment, especially the copy machine.

Media Center

Media centers ranged from 3,000 books to 10,000 books. All media centers included audio visual equipment, such as film projectors and video machines. In the majority of schools students were allowed to visit the media center before and after school, and once a week with their teachers. Because classes are not always in session, scheduling class time is more complicated than on the traditional schedule. Only two media centers allowed students to take books out over their breaks. Five of the schools had increased work hours to accommodate the work load on Year-Round. The greatest challenge the program presented was assuring that books were returned before students went off track. This process was considered positive, however, because the number of lost books decreased.

Kitchen Staff

Kitchen staffs interviewed served from 250 to 580 lunches each day. Preparation time ranged from three to four hours. One of the challenges facing the kitchen staffs was that tracks were not the same size, so that their lunch count might vary from every three weeks. In one school the lunch count varied from 500 during one track to 375 on another. This required a different type of planning than they had previously had to do and frequently involved differential staffing.

Principal Interviews

The majority of principals of experienced schools were positive about Year-Round Education in their school. They felt that the program was good for students and teachers, but generally tough on principals because of the increase in work load. Those principals who had gone from an overcrowded facility into the program commented on how much quieter the school was on the program, and how discipline problems had decreased. Several schools we visited had just finished re-registering students for the next year. These principals were particularly stressed because of the interaction with upset patrons. They felt that they were caught in between the need to maintain balanced tracks (sometimes balanced tracks are mandated by the district) and the impossible task of honoring all patrons' first track choices.

Principals also felt different degrees of district support. Most felt that their districts were becoming more aware of the special needs and constraints of the Year-Round school, however they still had some problems with report deadlines, meeting schedules, and communication of special events. Principals had varying levels of autonomy to make decisions for their programs. For example, although most principals had been involved in planning and implementation of the program, one principal was not even aware that her district had received an implementation grant and had no idea how it was spent. This same principal was unable to make changes to cover her resource program on the Year-Round schedule, because a district supervisor, unfamiliar with the needs of the Year-Round calendar, was in charge of those decisions. Changing the school calendar can promote innovation and focus creative energy into solving problems, however a lack of autonomy can severly hamper that process.

Six of the Year-Round schools employed a teacher on special assignment as an assistant to the principal. This assistant generally handled special programs, some discipline, and other

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problems which freed the principal to visit classrooms and evaluate teachers. Principals without such assistants said that it was difficult for them to find time for the required evaluation of teachers, let alone the informal visits into classrooms which they would like to have.

Student Interviews

We selected students for interviews by a method which would least disrupt the class. The interviewer first observed the classroom, then chose students using a random number scheme, based on their seating assignments. Students were taken into the hall or in the back of the classroom, and ask several questions concerning their feelings about school and about Year-Round Education specifically. The majority of interviews were conducted in grades four through six. Approximately four hundred and thirty students were interviewed.

When asked what was good about their school, the majority of students mentioned general aspects about schools, like friends, teachers, the principal, or a particular subject. Ninety-eight students said that they liked the breaks and vacations, nineteen students mentioned the Year-Round calendar. We also asked students what they would like to see changed at their school. Approximately one fourth of the students (124) said that there wasn't anything that they wanted to have changed. Seven students said that they wanted "no more Year-Round school" and nine students said that they wanted their summer vacation back. The majority of students mentioned changes like more playground equipment, longer recesses, or better lunches.

In order to assess what kind of instruction the students were receiving in their classes, we asked how they received their assignments. Approximately one-half of the students received their assignments directly from their teacher, while another half followed a schedule posted on the board or somewhere in the room. Almost all students said that if they needed help on an assignment their teacher would help them. Students were split concerning the amount of review they needed after a break, with about one-half saying they needed some review and another half saying that they usually did not need any review.

Students were asked what it was like to go to a Year-Round school. The majority of students described the vacation breaks, changing rooms, or said that it was fun. Ninety-two students said that Year-Round school was fun while 20 students said that they hated it. Several students (36) said that they missed summer vacation and ten students mentioned that their friends were on different tracks.

Students gave a variety of responses concerning what they did in during the breaks, including T.V. watching, babysitting, playing, taking short vacations, and time with non-custodial parents. The Year-Round schedule allowed some children to see their parents more, and others to see their parents less. Several students cited problems with an older sibling's schedule and said that one child in their family had to be pulled out of school to go on vacation.

Generally, students were positive about Year-Round school, although the loss of summer vacation was their biggest complaint.

Classroom Observations

Observers used a structured observation form to record the activities in classrooms. Our observations were generally conducted in the morning, after school had been in session at least one-half hour. Ninety percent of our observations involved a teacher monitoring or instructing students. Students were involved in some seatwork, small group instruction or large group instruction. We saw evidence of teaming or departmentalization for fifth and sixth grade students in almost all schools. These team teaching situations frequently, but not always, involved teachers on extended contracts. The formats always involved elaborate plans that moved students by track through various aspects of the curriculum. One of these systems was described in the portrayal of the Year-Round program at the beginning of this report.

In spite of the fact that teachers and students rotated classrooms on a regular basis, classrooms were in clean and orderly. Bulletin boards in rooms were generally completed with student work and did not show evidence of the classroom rotation which took place every three weeks. In a number of schools we saw art displays for programs, however only a few classrooms displayed science materials. With only two notable exceptions, both involving substitute teachers, students were well behaved and in all classes observed from 75% to 100% of the students were rated as on-task by the observer.

General Impressions

It was our subjective observation that the Year-Round schools we visited were quiet, clean and "felt" calm. The office staff are generally busy, but do not give a feeling of stress. Teachers involved with their classes, but with a few exceptions were generally positive and cordial. The most stressed individual in the school was usually the principal who frequently had two or three meetings to attend, as well as handle problems which came up, while he or she spent some time with the observation team.

SECTION II.

EXTENDED-DAY PROGRAMS IN THE STATE OF UTAH

EXTENDED-DAY PROGRAMS IN THE STATE OF UTAH

PORTRAYAL OF THE PROGRAM

The Extended-Day Program is also known as a split schedule or modified split schedule. On the Extended-Day program approximately 50% of the students assigned to a school arrive on an "early" schedule and report to their Core class. These students study reading, math and other subjects until lunch time. A second group of students arrives at the school later in the morning and reports to specialty or enrichment classes. These students attend two or three different classes before lunch. After lunch, the first group of students attends specialty classes, leaving school at two or two-thirty. The second group of students attend their Core class after lunch and are dismissed in the late afternoon, i.e. 3:30 or 4:00. More students can be accommodated on a daily basis in an Extended-Day program than in a traditional school for two reasons. Core teachers teach two sets of children in two separate core classes. Core classes are usually combined in some way to make specialty classes. Up to two full core classes are combined to make specialty classes. Specialty classes of 40, 50 and even 65 students have been observed.

The Extended-Day Program could also be referred to as a teacher specialist program. At the heart of the program is the concept of teachers specializing in subjects, similar to secondary schools, and teaching their subject to more than one group of students. Students attend a class, commonly referred to as "Core" or "Basic", where they are taught reading, math, and sometimes language arts or social studies. Core classes generally last between 3 to 3 1/2 hours daily. Students also attend specialty classes, such as art, music, and science, taught by different teachers. These specialty classes tend to be larger than the core classes, combining students from more than one core class.

Variations in Programs

Extended-Day programs are very difficult to describe because there are so many variations in the implementation of the program. Such variations highlight the flexibility of the Extended-Day concept and tend to reflect the teaching staff, the school population, the building facility and the resources available. Frequently schools in the same district have programs which are radically different. Samples of Extended-Day schedules can be found in Appendix E. Some of the elements of the program which vary include the following:

Core Classes: Not all schools use the term "core", but all schools have a class similar to the traditional elementary class, where students are taught reading. Usually math is taught in this class also. Other subjects taught in core class may include spelling, language arts, (or English), Social Studies, computers, or P.E. The content in Core is the responsibility of one teacher, with the possible exception of a short "Assist", which will be discussed under the heading of "Staffing Patterns".

Specialty Classes: Again, not all schools use the same term "specialty", but all employ the concept of classes taught by teachers who have the responsibility to become specialists in an assigned subject. In all sample schools, science, art and music were included in the "specialty" courses. Other subjects which we observed taught under the heading of specialist class include P.E., Social Studies, Handwriting/Penmanship, Spelling, Computers, and Creative Writing.

Specialty Class Schedule: It is simple to say that students attend several specialty classes. To describe the numerous ways that specialty classes are scheduled is very difficult. For example, several schools have adopted a semester system, where students attend two (or more) specialty classes during one half of the year, and different specialty classes during the second half of the year. Some schools have rotation periods, several days during which students attend different specialty classes each day. These rotations can be from two days up to six days. Some schools combine the rotation and semester systems, so a student attends different classes on his/her rotation during the second half of the year.

Some schools further complicate the schedule by providing more time in selected classes, i.e. scheduling four hours for computers during a four day rotation, but scheduling music and social studies for two hours each during the same four day rotation. Other schools allow two consecutive time periods for subjects like art and science, so that a student may attend two periods of art during one day, and during the other days of the rotation attend two different classes. In another pattern of scheduling, one specialty class is divided into two subjects, i.e. creative writing and music, or P.E. and Health. During one class period and with one teacher, students receive instruction in two subjects. Time in each subject is left to the teacher's discretion.

Time in class: Schools vary in the amount of time which they allocate to core and specialty classes. Some schools have more specialty classes daily, held in shorter time periods. There is also variation in the amount of time allowed for transition between classes.

Lunch Schedule: Scheduling lunch becomes particularly awkward in Extended-Day. If the time in core has not been completed before lunch, early students return to core after lunch and late students return to a specialty class. One school alleviates this problem by sending the late-arriving students to lunch first, even though they have only been at school for two hours. This allows early students to finish core.

Home Room: A number of schools have instituted a Home Room type concept for the second session of students. This is a room or area where students report before going to their first specialty class. Traditional morning activities are conducted at this time, such as a greeting, daily announcements, calling rolls and lunch count. Daily rituals, such as pledge of allegiance, morning music or silent reading are included in this time. Often school-wide announcements are made to both sessions of students after the second session has arrived.

Staffing Patterns: Not all teachers in Extended-Day schools are on extended contracts. However, the majority of teachers in Extended-Day schools in our sample are on contracts which are longer than the traditional school day. Teachers on extended contracts are generally assigned in one of the following patterns:

1. Extended contract teachers may teach two core classes. Sizes of core classes vary from school to school. A core class arrives early in the morning, is in the teacher's classroom until the middle of the day. A second group of students attends core in the afternoon, having attended specialty classes in the morning. This group leaves late in the day. A double core teacher is given a preparation period by a "Teacher Assist". This "assist" is provided by a specialty teacher, who is responsible for teaching one subject to the core teacher's class while the core teacher has a preparation period.

2. Specialist teachers teach one or more subjects to larger groups of students. The school size generally dictates the number of subjects a specialist teaches, and the number of age groups to whom he/she teaches. In a large school, a specialist may teach one subject to primary grade students only. In a smaller school, a teacher may teach two different subjects to all grades. Specialist teachers have time before the arrival of late session students and after the departure early session students for their daily preparation and to provide a preparation period for a core teacher through an assist.

3. In some schools, teachers teach one core class and also have specialty classes, i.e. a teacher teaches a morning core class and two art classes in the afternoon.

Teacher Contracts. All teachers on extended contracts receive additional pay for their time. In some districts, the sum received by teachers is a set amount distributed to all teachers without regard to seniority and experience. In other districts, the teacher is paid extra hours according to their position on the salary schedule. In one district, teachers are paid by the average number of students per teacher in the school.

Curriculum: The majority of specialty teachers in Extended-Day programs say that they are following the Utah State Core Curriculum in developing their lesson plans. In many classrooms, the core curriculum is obviously in place: charts on the wall show objectives and activities or performance indicators representing the state core. Teacher files are organized according to core curriculum objectives. In other classrooms, the core curriculum is not so obviously followed. Generally, specialty teachers in Extended-Day programs feel that they have more opportunity to implement the core curriculum in the Extended-Day program than they did as traditional classroom teachers.

Teacher Qualification and Assignment: Most elementary teachers are trained as generalists, with a broad background in a variety of subjects. A relatively few elementary teachers have taken their degrees with minors in subjects covered in specialty classes. Even fewer teachers have majored in or taken advanced degrees in these subjects. Some Extended-Day schools have teachers on staff for whom assignment to specialty subjects was natural, because of education or personal experience. In the majority of schools, assignment to specialty and core classes was more arbitrary and less a function of training or predilection. Often, teachers expressed preference and the principal made assignments based on his/her best judgement, or based on some sort of seniority system. Many of the teachers receiving these assignments have worked hard to develop their programs and provided good education to their students. Some of the specialty teachers interviewed have taken inservice or college courses in their new specialty subject, and have put in numerous hours developing their programs. A few have even taken advanced degrees in their specialty subject. Many specialty teachers are content with their assignments, while others express a love for the broad range of subjects which elementary education encompasses and would prefer to teach the subjects which they traditionally taught.

Critical Issues in Extended-Day Programs:

1. Role of the Principal: As with the Year Round program, the Extended-Day principal has increased responsibility as the program complexity increases. Assigning teachers, scheduling students and keeping track of where each student can be found at any given time is a difficult problem. Computer programs especially designed to create student schedules are vital to the operation of the school office. School is in session more hours a day and the principal is responsible for more students.

2. Follow-through and Responsibility --- Discipline and Under-achievement: In the traditional elementary school, a student is primarily the responsibility of one teacher. This teacher is aware of problems the student may have in academic and behavioral areas and is responsible to either take remedial action or see that remedial action is taken. In the Extended-Day program, a student is with a teacher for a shorter period of time, then moves on to another teacher. No one sees the over-all pattern of the child's performance and behavior during a day. A teacher's responsibility is limited to the activity and time period that the student is assigned to him/her. A teacher may see a problem but he/she has a new group of students arriving and may not be able to or wish to deal with a problem from the last class. Teachers report a lack of ownership toward and/or relationship with a class and feel that students take advantage of that lack of ownership with an increase in disciplinary problems. Some concern has also been expressed by teachers about the marginal student, the one who is not low enough to receive special help, but may benefit from the extra time that a traditional teacher might give within the greater flexibility of the traditional classroom. In the Extended-Day program, the student must move on

to the next class, rather than missing recess or other activities for extra help.

In some schools, school-wide discipline programs have been perceived as needed and initiated to reduce behavior problems. Informal discussions and team meetings have also been implemented to deal with academic problems.

3. Perception of Teacher Importance and Workload: In the traditional school, elementary teachers are perceived as having equal responsible for curriculum. Competence and workload are perceived as individual attributes rather than as a function of assignment. The Extended-Day program has introduced differential perception in teacher's roles, i.e. "Is a music teacher as important as a core teacher? Is an art teacher as smart as a science teacher?" The nature of these perceptions vary from school to school; however, one common perception is that the core teacher is the "real" teacher and specialty teachers are not as important. This perception is perpetuated in parent-teacher conferences, when parents visit the core teacher, yet rarely make an effort to see a specialty teacher.

Other perceptions held by teachers concern work load and number of students seen in a day. Some teachers feel that core teachers have greater workload because they are required to cover a number of subjects every day in a short period of time. Others feel that the specialist has a much greater workload, because he/she sees at least double the number of students as does a core teacher, and sometimes as many as 150 students per day, and may have several grade levels to teach. Core teachers say that specialty classes monopolize all the fun subjects, and therefore students look on core classes as drudgery.

4. Scheduling Special Events: One aspect of the Extended-Day program which is not readily apparent is the philosophy behind scheduling special events. Generally, the music teacher is responsible for programs, but other events must be also scheduled. Halloween parties, Valentine parties, etc, must be scheduled in either core or specialty classes, or by time of day. Where does

a parent send a student's birthday treat? Are assemblies equally distributed between core and specialty, or are they only scheduled during one type of class? Although these may seem like trivial matters, these details can cause contention among faculty. Additionally, the policies established by the school administration tend to be seen as reflecting an underlying philosophy of the relative importance of subjects.

5. Resource/ Special Education: Another Extended-Day issue is how and when resource and Chapter One students are scheduled for special help. Responsibility for referring students tends to rest on the core teacher. Some resource programs schedule students for extra help during the core class only, others schedule by their own convenience and when a number of students with similar problems are available.

Resource teachers with self-contained classes report that they like the specialty classes because their students can be mainstreamed more easily for subjects taught in these subjects on the Extended-Day program than in traditional classes.

6. Student Schedules and Group Identity: As a practical measure, the bussing schedule often dictates student schedules. For example, all walking students may be assigned to the early session, and bussed students may attend the second session. This is usually related to district bussing schedules, and not within the control of the school. As with the Year Round program, this may reduce the flexibility of the school to separate problem groups and change the composition of classes each year. This separation also tends to reduce the opportunity of social interaction between students who live in different areas within the school boundaries. To the degree that one schedule is viewed as better than the other, parents may be angered by the unfairness of the scheduling.

7. Recess: The majority of Extended-Day programs do not have the traditional morning and afternoon recess, using P.E. and transition times as breaks for the students. This may be of concern when students are on a semester system and do not have

P.E. during one-half of the year.

8. **Management of transition and loss of time:** Students must change classrooms for specialty classes. The management of this transition varies by school and is often determined by the physical facility. In the majority of schools, a student must carry all personal belongings from class to class, including hat, coat and boots in the winter, along with books and home work assignments. A few schools have lockers or assigned coat hangers outside classrooms, so that students do not have to move their coats, etc, between every class.

Some schools initially had totes for students to carry supplies, i.e. crayons, pencils, assignments. These proved to be too awkward. Almost all students have backpacks or book bags to carry materials. Some schools have established a pool of supplies, i.e. crayons and pencils, in each classroom, rather than issuing them to students.

In most schools, teachers are responsible to take students to their next class, requiring both teacher and student time for transition. The size of the hallways, organization of classrooms, whether students must go outside to satellite facilities, all make a difference in the ease of transition. Some facilities are simply better designed to handle student movement. No matter how well the facility is designed and how efficient the faculty is at moving students, some time is lost during transition.

8. Size of Specialty classes: The management of the increased numbers of students in the school is facilitated by making the specialty classes larger than traditional classes. The size of specialty classes varies, from classes which are no bigger than core classes, to classes which are composed of two core classes, approximately 60 students. Two issues emerge concerning the size of these classes. The first is the availability of adequate space. To facilitate large classes some schools have removed portable walls and combined two classrooms; others use furniture, such as tables, which can seat more students in a room. Music teachers frequently use chairs without desks. P.E. is taught in

lunchrooms and multi-purpose rooms when possible. Art and music teachers were observed using portable microphones, which reduced the stress of speaking to a large number of students involved in noisy activities.

The second issue surrounding the size of specialty classes is the experience of the student in the class. Can a science teacher provide a meaningful experiment for 60 students? Can a teacher know individual needs when he/she sees 160+ students? Do second graders in classes of 45 or 60 students really benefit from teacher specialization?

9. Overcrowding Facilities: Extended-Day schools serve a number of student above design capacity on a daily basis. These students must use lunchroom facilities, bathrooms, media centers, and playgrounds designed to accommodate fewer students. During the middle of the school day, these schools tend to "feel" full. Some schools have instituted lunchtime bathroom passes, in order to control crowds in these facilities.

10. Teacher Burnout: Concern has been expressed for Extended-Day teachers who see more students on daily basis and work longer hours than their traditional counterparts.

11. Philosophy: A philosophy of the relative importance of various subjects appears to underlie the Extended-Day programs. Whether music and art receive as much time as computers and science is a matter of perceived relative importance. Traditionally, this weighing is made in the individual teacher's classroom, and is often based as much on the teacher's talents as his/her educational philosophy. The Extended-Day program makes explicit the educational philosophy of the school, and therefore opens the philosophy to discussion and disagreement. While this process may be healthy, it is not always easy to manage.

12. Homework: Because students see several different teachers during a day, the homework load can potentially be higher than when one teacher is coordinating all subjects. On schedules where students rotate through a number of specialty classes, they may have several days before they return to class

and hand in the homework. They also may have a number of homework projects assigned during any rotation period, which requires the ability to organize and plan ahead.

13. The Relationship of Younger Students with their Teacher: Probably the most often heard complaint about Extended-Day programs is the perception that younger students need a nurturing experience with one teacher in order to get a good foundation in school. Several schools modify the specialist program in the first grade, in order to reduce movement and number of teachers for this age group.

14. Dealing with complexity: As with the Year Round program, the number of details and small changes which must be planned in order to run a smooth program is phenomenal. As previously mentioned, student movement must be planned, report cards and parent conferences coordinated, morning announcements scheduled, and student schedules recorded for easy access. Even the re-distribution of lunch tickets after lunch must be well planned, as some students go to lunch from different specialty classes each day.

15. Allocation of Resources: Because of the focus on specialty classes, Extended-Day schools may have additional resource needs. Science, art and music classes require materials and funds which might have previously been allocated to consumable workbooks and textbooks in other subject areas. Some Extended-Day schools have obtained grants for special arts and music equipment. Others have used initial funds from state grants to obtain needed equipment. Although equipment needs may be greater, the care given to equipment may also be greater since only one or two teachers have access to it.

Physical Facility:

The physical facilities make a difference in the characteristics of an Extended-Day program. For example, some schools have rooms available for P.E. activities all day, either by original design or remodeling. Other schools must depend on the use of a lunchroom, before 11:00 and after 1:30, or good weather outside for a P.E. specialty class. Some schools have classrooms which will adequately handle large specialty classes in art or music, or have moveable walls and space to create larger classrooms for specialty classes. Other schools must use existing classrooms, which limit type of educational activity possible with large groups.

Specialty classes such as music and art are consistently more noisy than a traditional classroom. Some schools have not had adequate sound insulation or have discovered strange acoustical patterns after implementing the Extended-Day program.

Size of hallways and/or outside access to classrooms change the type of student movement which schools employ for transition between classes. Several schools have modular designs where several classrooms open off a central hallway. These schools use these areas for student movement with minimal disruption of the rest of the school.

RESULTS OF PATRON TELEPHONE INTERVIEWS

Extended-Day PROGRAM

Telephone interviews with Extended-Day patrons were conducted at two times during the 1988-89 school year: in December and in April-May. Two times of year were chosen in order to assess if patron attitude changed over time during the year. If there were no significantly differences between the two sets of interviews, the evaluators could be confident that attitudes were generally stable.

A random sample of Extended-Day patrons was chosen from patron lists supplied by each school district. A five percent sample was chosen for each calling period. The sampling technique chosen did not allow patrons to be called more than once.

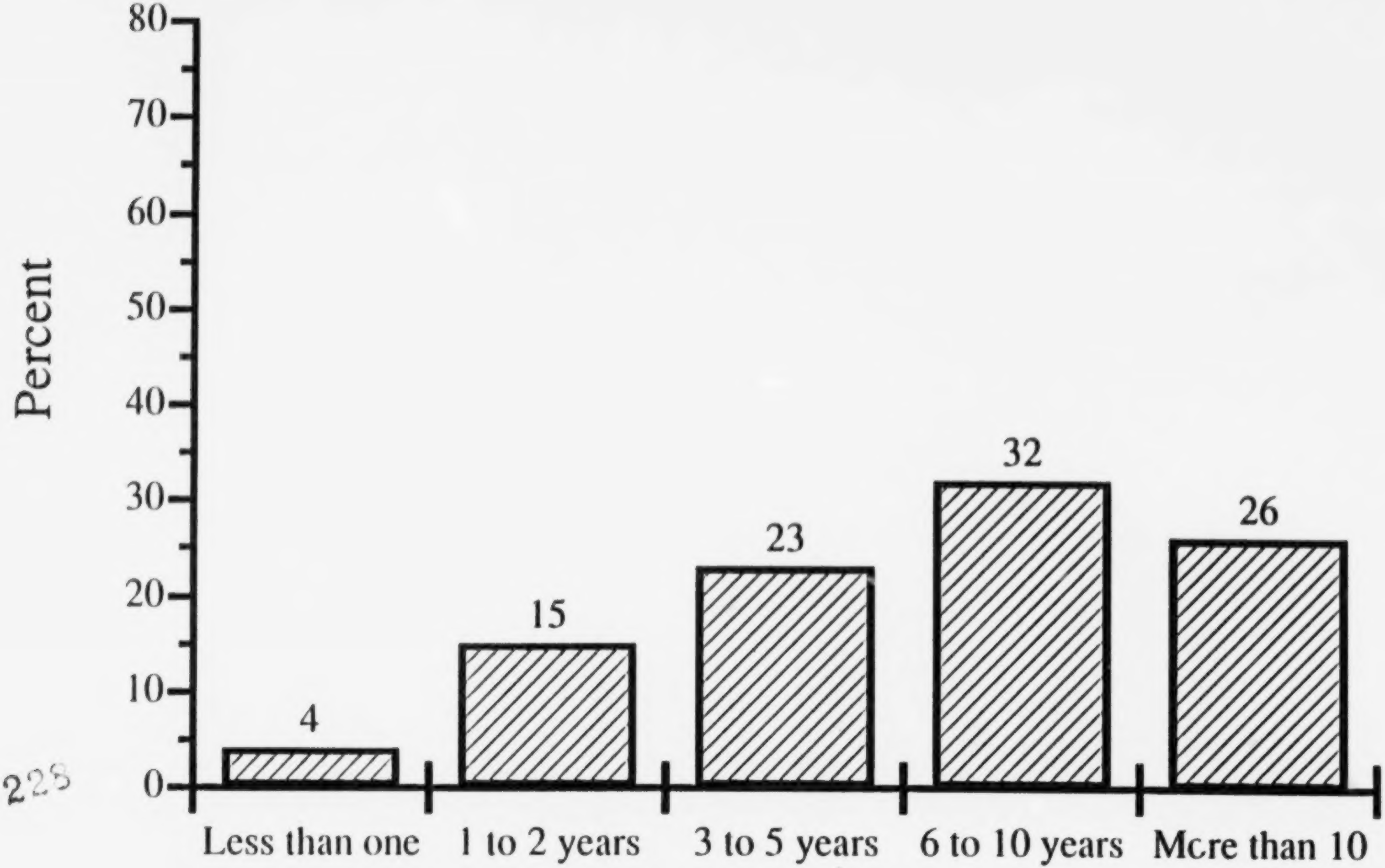
The instrument was designed by the evaluators and approved by the steering committee; similar instruments had been used in Year Round and Extended-Day evaluations in several districts. Interviewers were trained in interviewing techniques and instructed to call at different times of the day in order to reach patrons with different work schedules. A minimum of three attempts was made to contact each patron on the list. Four hundred and twenty-four patrons from eleven schools responded to the telephone interviews.

Few significant differences were found between patron responses in Winter and Spring. Patron responses from both periods have been combined to portray patron attitudes toward and experiences with Extended-Day Program. Differences between the two portions of the sample will be discussed later in this section.

Extended-Day Patrons: Sample Characteristics

Patrons were asked how many years they have lived within their current elementary school boundary. Fifty-eight percent of Extended-Day patrons had lived within their school boundaries for six years or longer. Another twenty-three percent of Extended-Day patrons had lived within the school boundaries from three to five years. Fifteen percent of Extended-Day patrons had lived in the school boundaries one to two years; only four percent of

Q1. How many years have you lived within your current elementary school boundary?



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Patron Survey

Extended-Day patrons had lived within the school boundaries less than one year.

Patrons were asked how many school aged children lived in their home. Fifteen percent indicated only one school aged child lived in their home. Thirty percent responded that they had two school aged children. Twenty-six percent reported three school aged children. And twenty-nine percent indicated that four or more school aged children lived in their home.

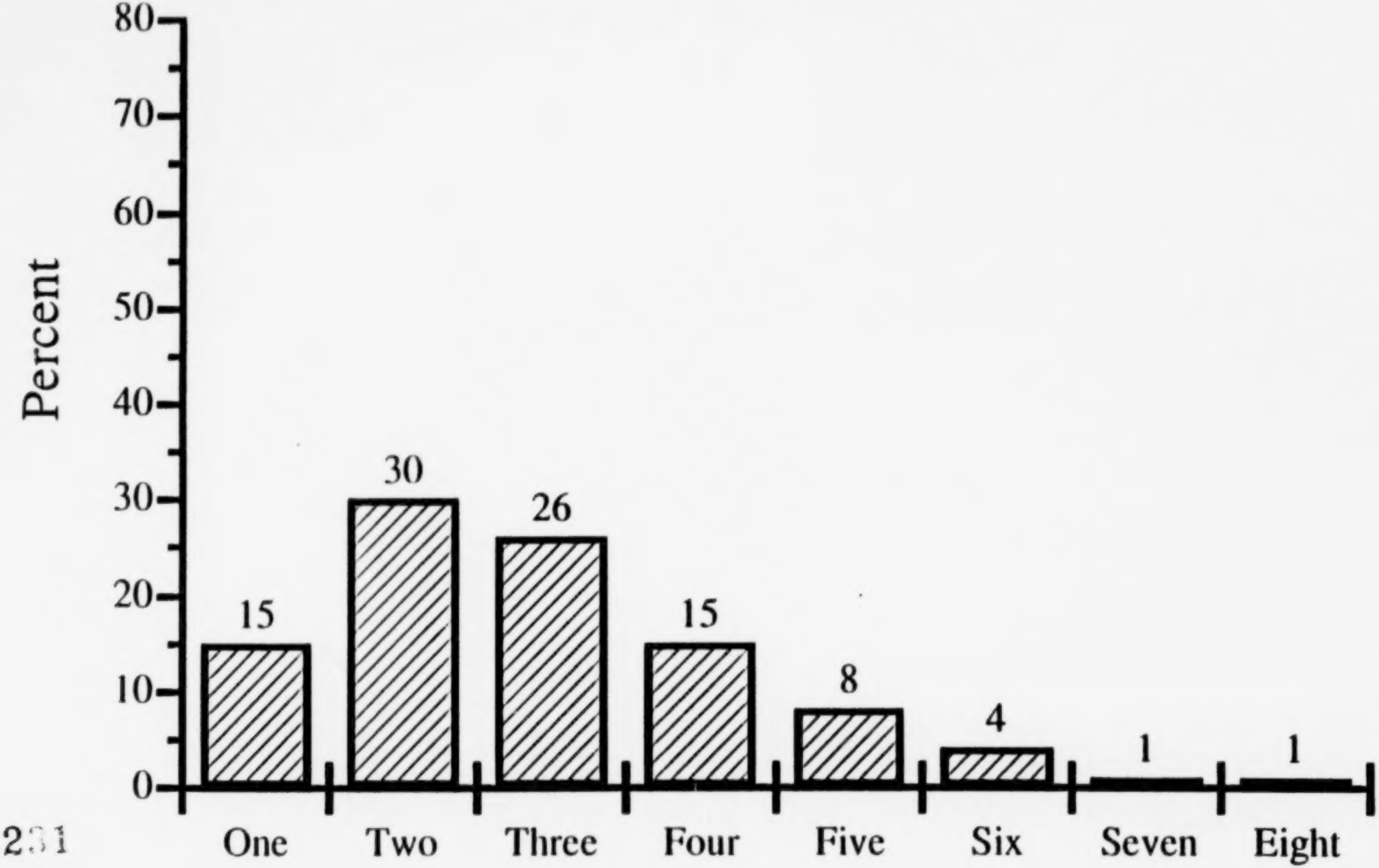
Seventy-one percent of Extended-Day patrons had no high school aged students living in their home. Twenty percent of Extended-Day patrons had one high school student and ten percent of Extended-Day patrons had two high school students living in their home.

How many patrons have children attending junior high or middle school? The majority (53%) of Extended-Day patrons reported that no junior or middle school students lived in their home. Nearly one-half of the patrons had one (37%) or two (10%) junior high or middle school students in their home. Patrons were asked how many students living in their home were attending an Extended-Day elementary school. One-third (34%) reported that they had one Extended-Day elementary student in their home. Forty-four percent indicated they had two Extended-Day elementary students. Eighteen percent reported three children in their home attended an Extended-Day elementary school. Finally, four percent of Extended-Day patrons had four Extended-Day students in their home. These data show that the fmailies served by Extended-Day schools tend to have several young children in their home.

What grades are the students from these families in. Thirty-one percent of Extended-Day patrons had students in the first grade. Extended-Day patrons had students other grades as follows: second grade, 27%; third grade, 35%; fourth grade, 31%; and fifth grade, 33%. Only fourteen percent of Extended-Day patrons had students in the sixth grade. Nineteen percent of Extended-Day patrons had students in Kindergarten.

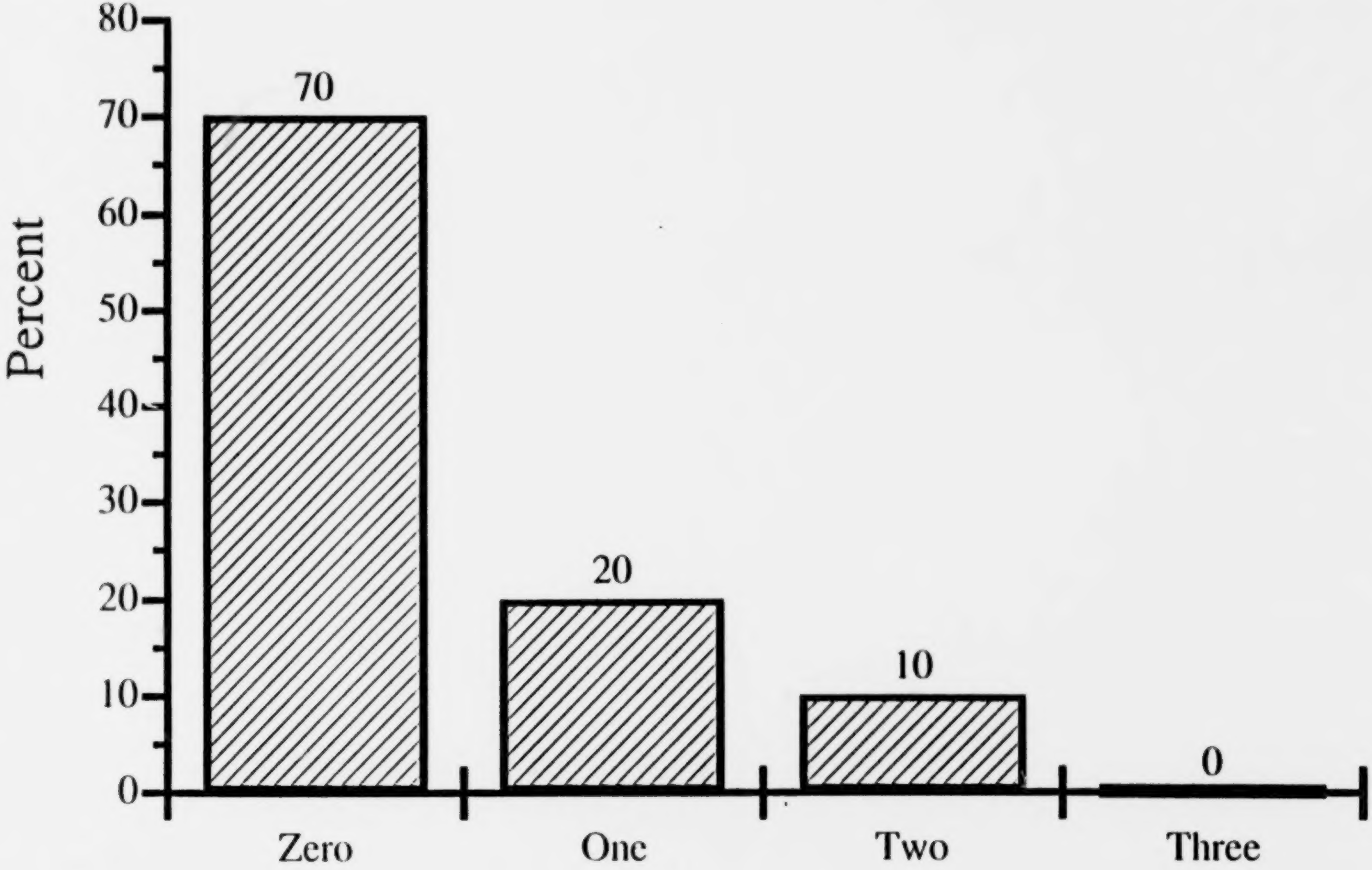
Extended-Day students generally attend a first session of

Q2. How many school-age children are in your home?

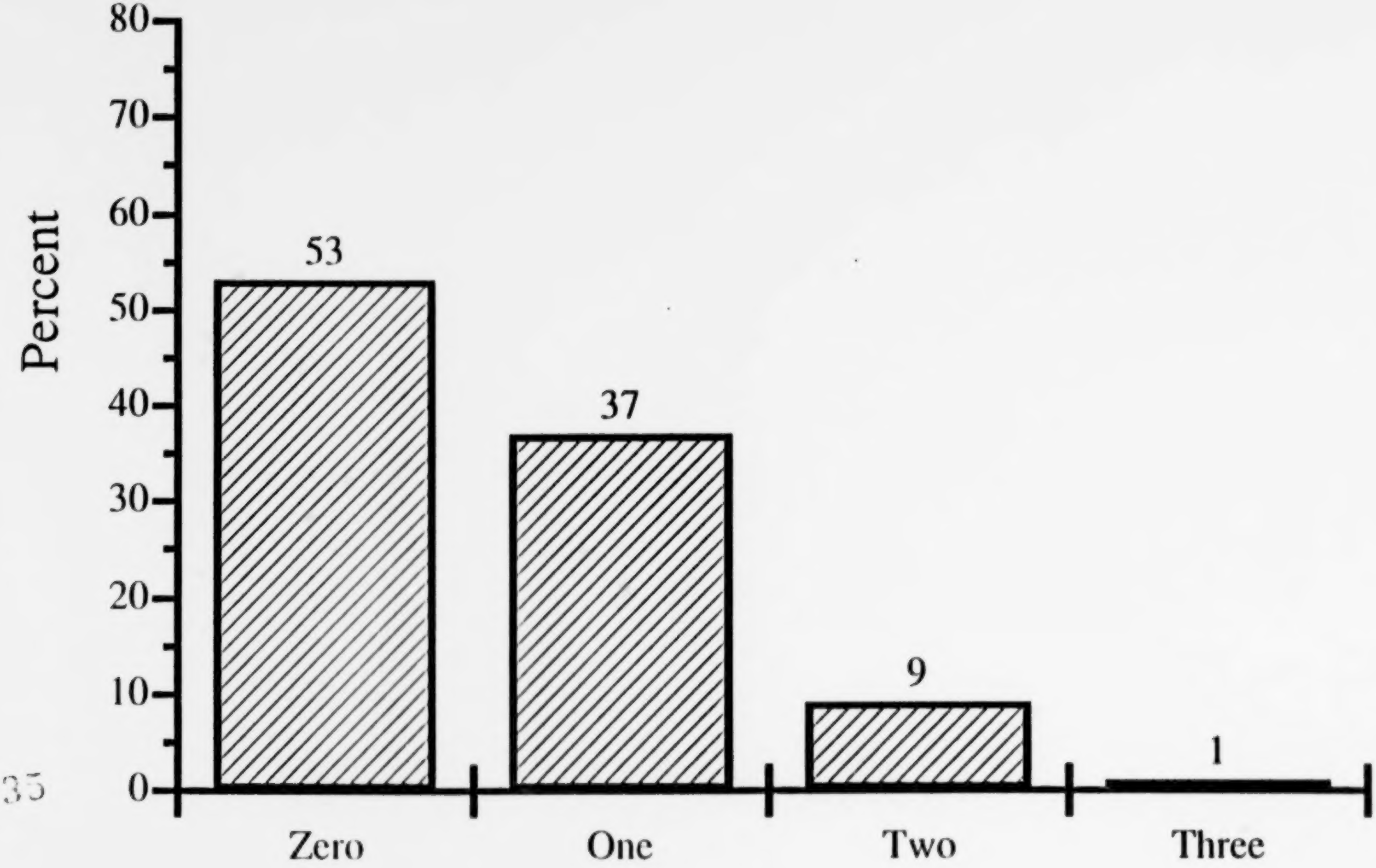


State Extended Day
Patron Survey

Q3. How many of these children are presently attending high school?

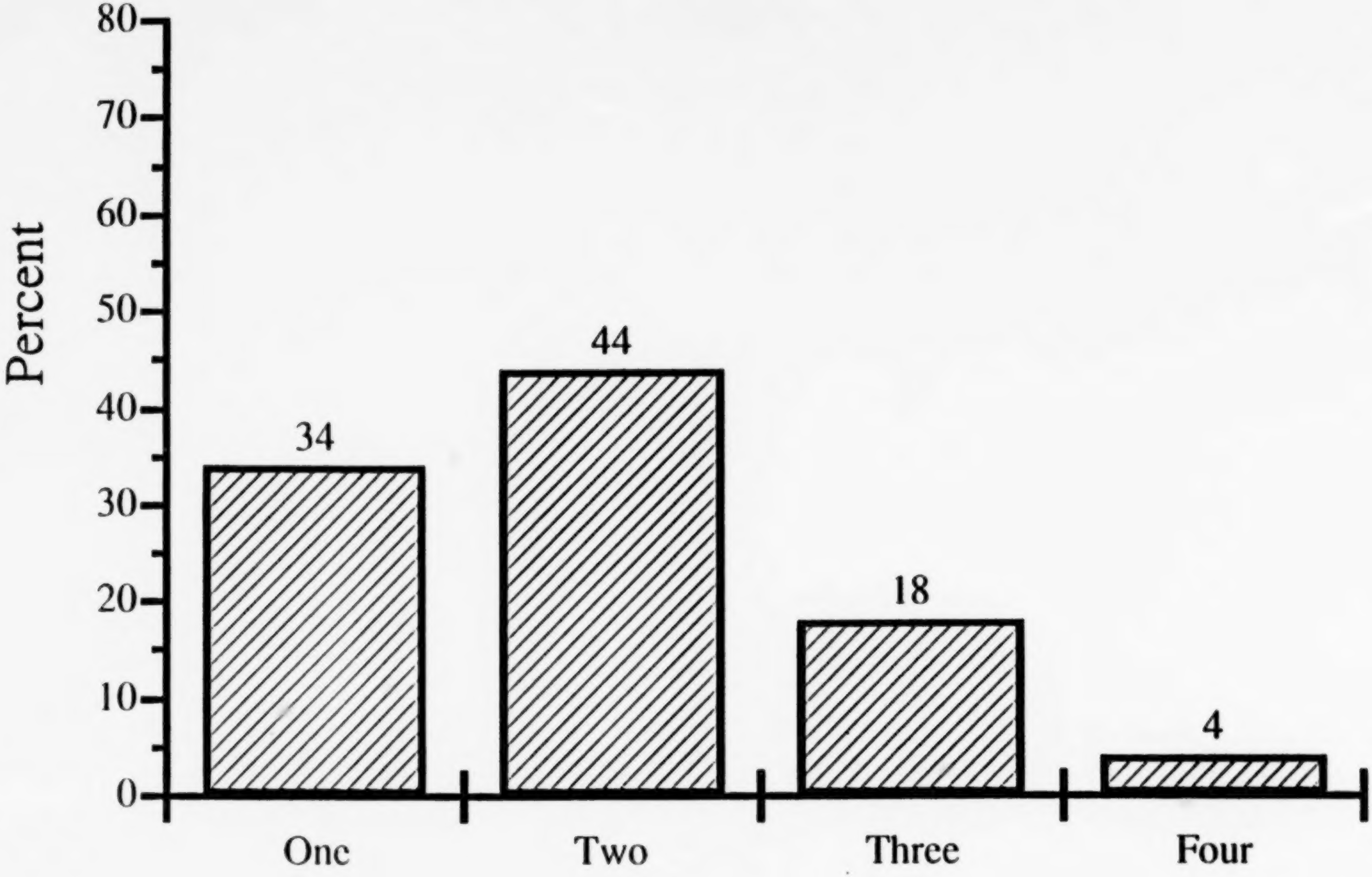


Q4. How many of these children are presently attending middle school or junior high?



State Extended Day
Patron Survey

Q6. How many of these children attend an extended-day elementary?



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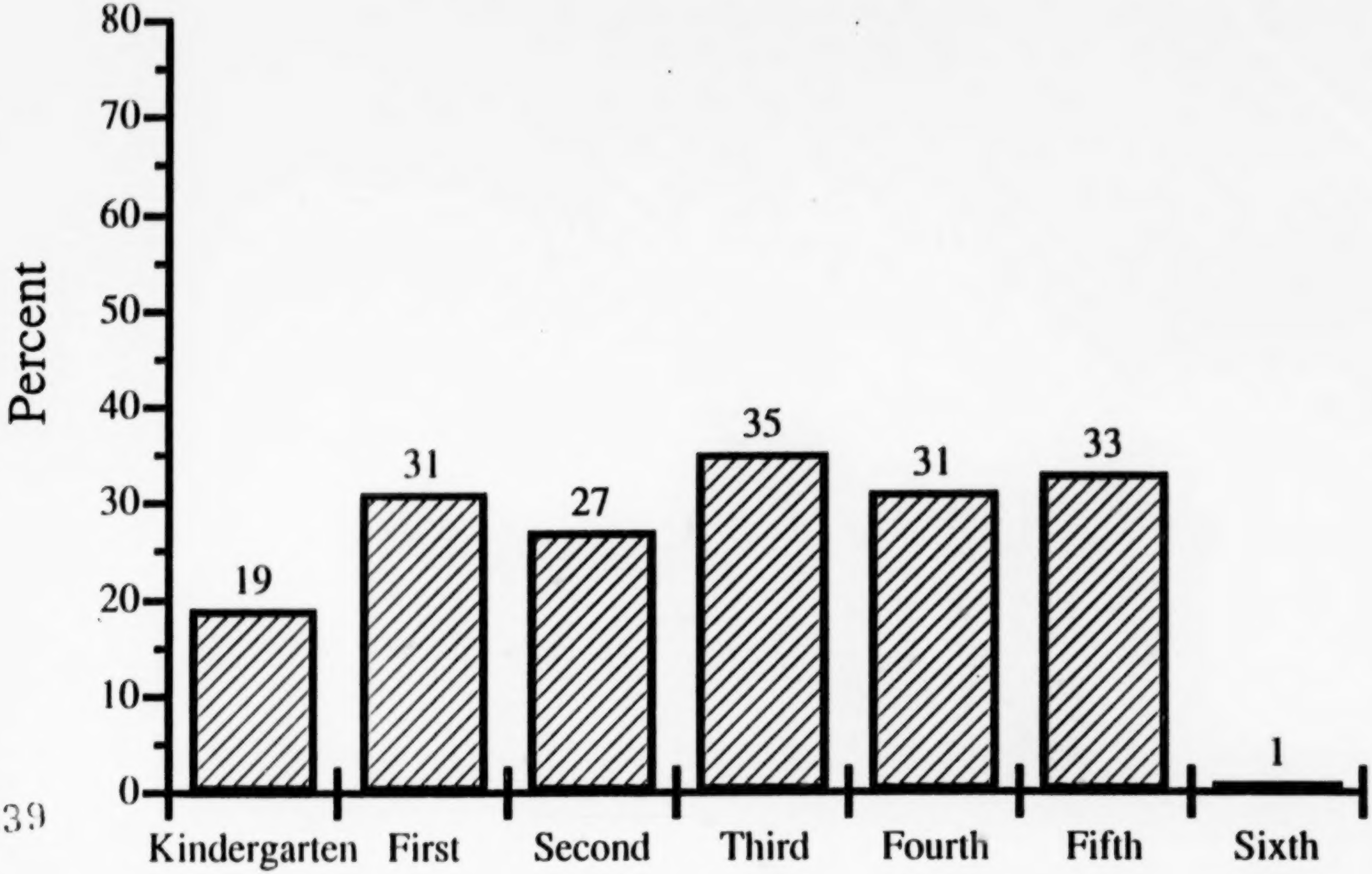
Q7. What grade are these children in?



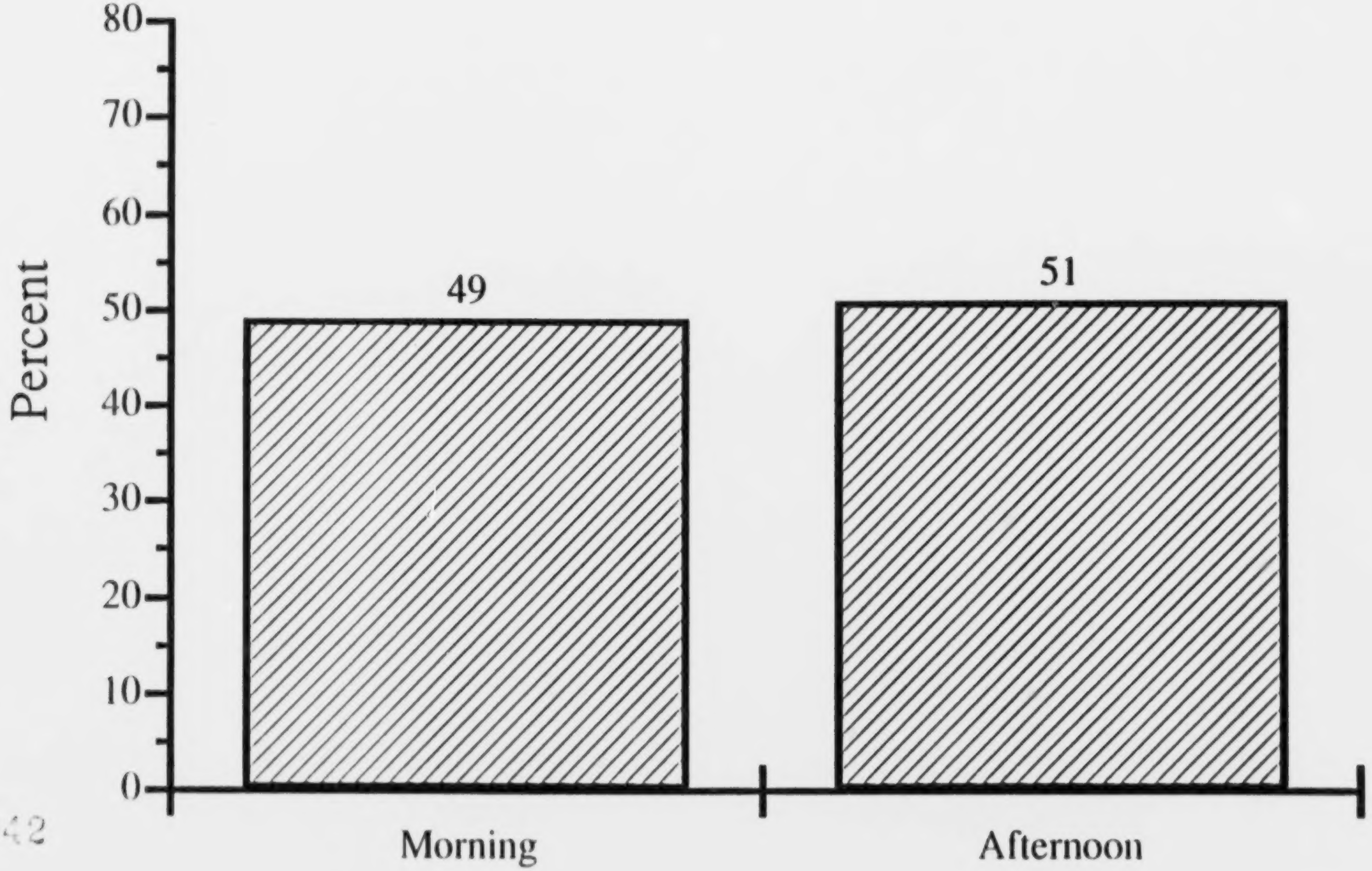
school, which arrives early in the morning and leaves in the early afternoon, or the second session which arrives later in the morning and leaves in the late afternoon. Patrons were asked which session their children attend. Forty-nine percent of Extended-Day patrons in the sample had students assigned to the first session of school. Fifty-one percent of Extended-Day patrons in the sample had students assigned to the second session of school.

Patrons were asked if they had requested that their child attend a particular session. Fifty-seven percent of Extended-Day patrons did not request a session assignment for their students. Forty-two percent of Extended-Day patrons requested a session assignment for their children, and received the session of their choice. Only one percent of Extended-Day patrons had requested and not received the session of their choice. The high percentage of Extended-Day patrons who did not request session assignments reflects the nature of the program. In many districts, session assignment is based on the bussing schedule, and patrons requesting specific assignment must provide their own transportation.

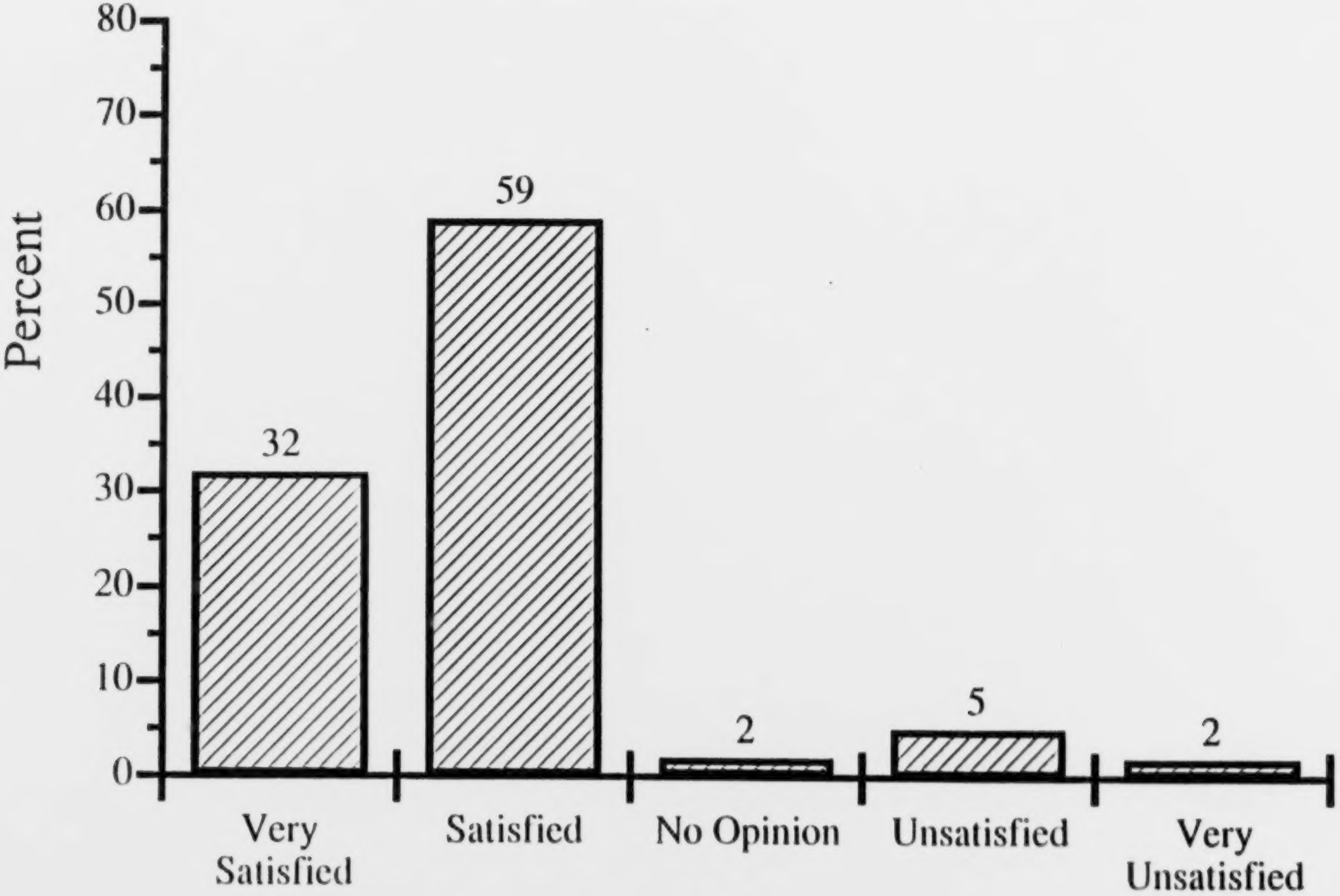
How satisfied are patrons with their child's session assignment? Ninety-one percent of Extended-Day patrons responded that they were satisfied or very satisfied with their child's session assignment. Seven percent of Extended-Day patrons were unsatisfied or very unsatisfied with their child's session assignment. Two percent of Extended-Day patrons expressed no opinion.

Patrons were asked to describe their family in terms of number of adults living in the home and the employment status of these adults. Twenty-five percent of the patrons described their family as having two adults, with both of the adults employed full time. Fifty-nine percent of the patrons indicated that two adults lived in their home, and one of the adults was employed full time. Eight percent of Extended-Day patrons were single parents, employed full time. Two percent of Extended-Day patrons were single parents who were not employed full time. Seven percent of Extended-Day patrons responded "other" to this item;

Q8. Which session does this child (children) attend?



Q10. How satisfied are you with the session your children attend?



State Extended Day
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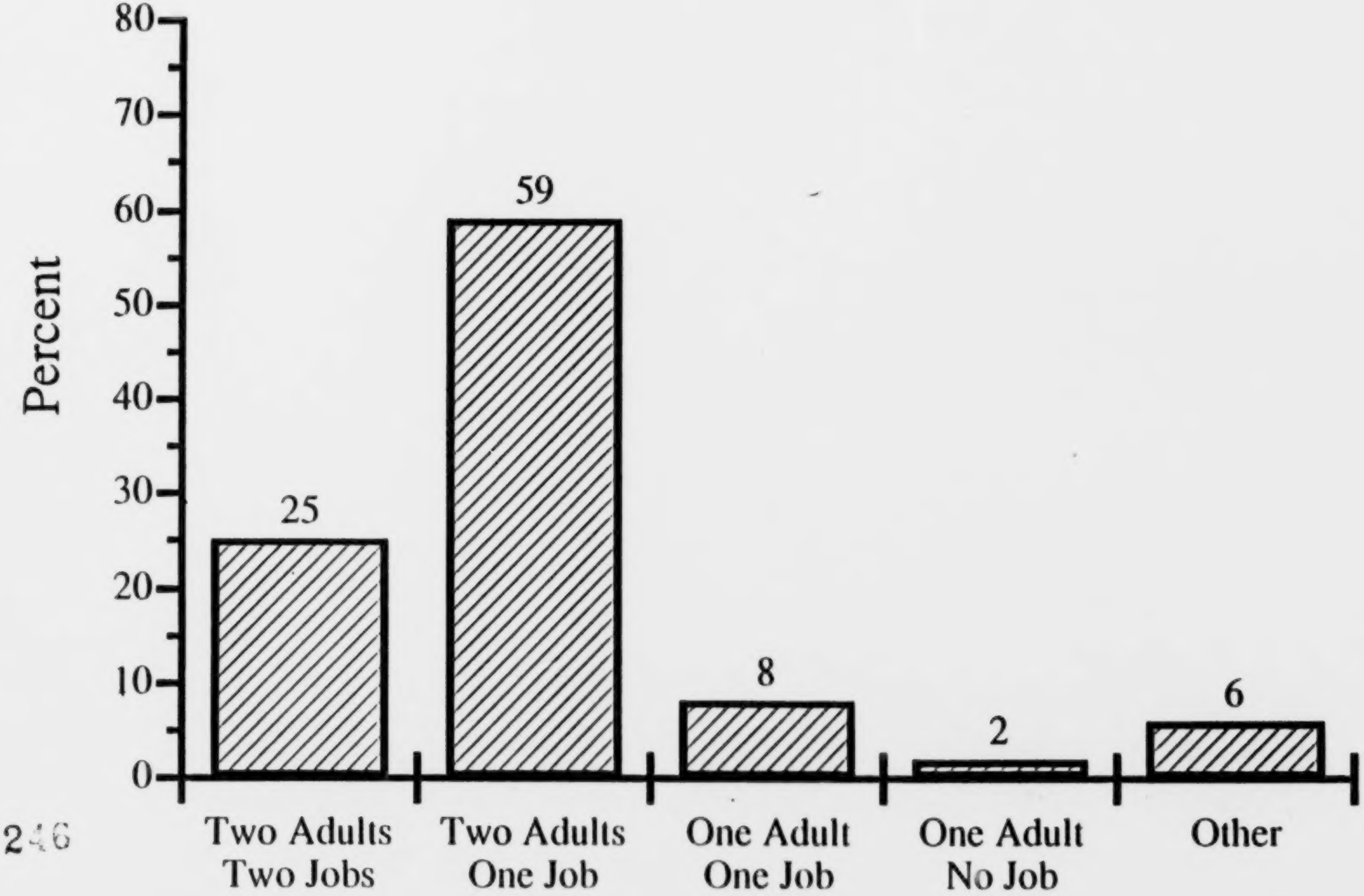
Q11. What category best describes your family?



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anecdotal information from interviewers indicates this category was used for a number of Extended-Day patrons who were working part time, whether in a two parent home or in a single parent home.

Patron Responses: Family experience with the Extended-Day Program

Patrons were asked to give their general impression of the Extended-Day program in their school. Sixty-five percent of patrons indicated that they "liked" or "loved" the program. Eleven percent of patrons said that they disliked the program. Two percent of patrons said that the classes were too large. Comments made by less than two percent of patrons can be found in Appendix G.

Patrons were then asked to respond to a series of statements about the Extended-Day program, using the following scale:

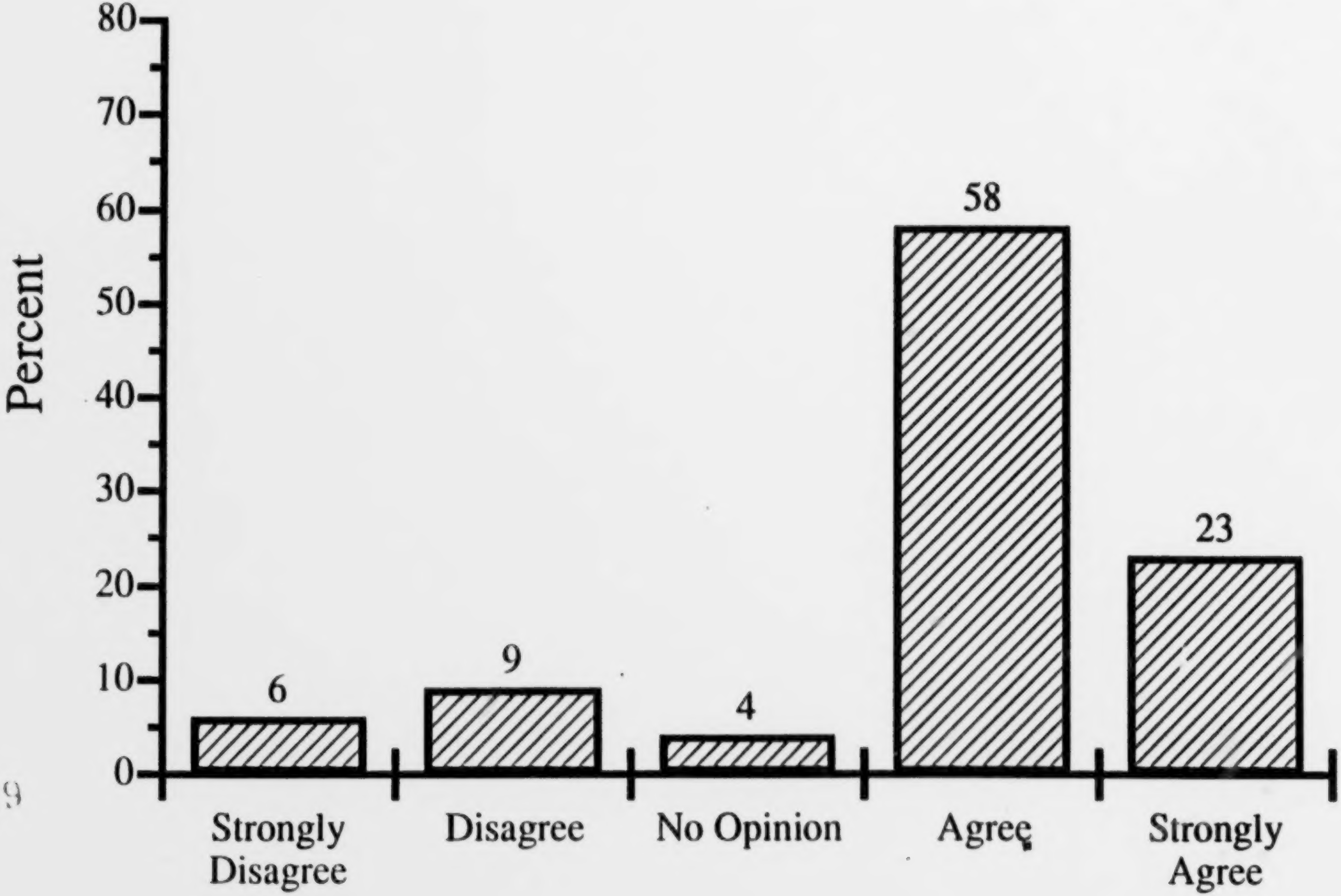
A. Strongly Disagree
B. Disagree
C. No opinion
D. Agree
E. Strongly Agree

Patrons' response to the statement, "Our family is happy with the Extended-Day schedule" showed that eight-one percent of Extended-Day patrons agreed or strongly agreed. Fifteen percent of Extended-Day patrons disagreed or strongly disagreed with this statement, indicating that their family was not happy with the Extended-Day schedule. Four percent of Extended-Day patrons had no opinion on this item.

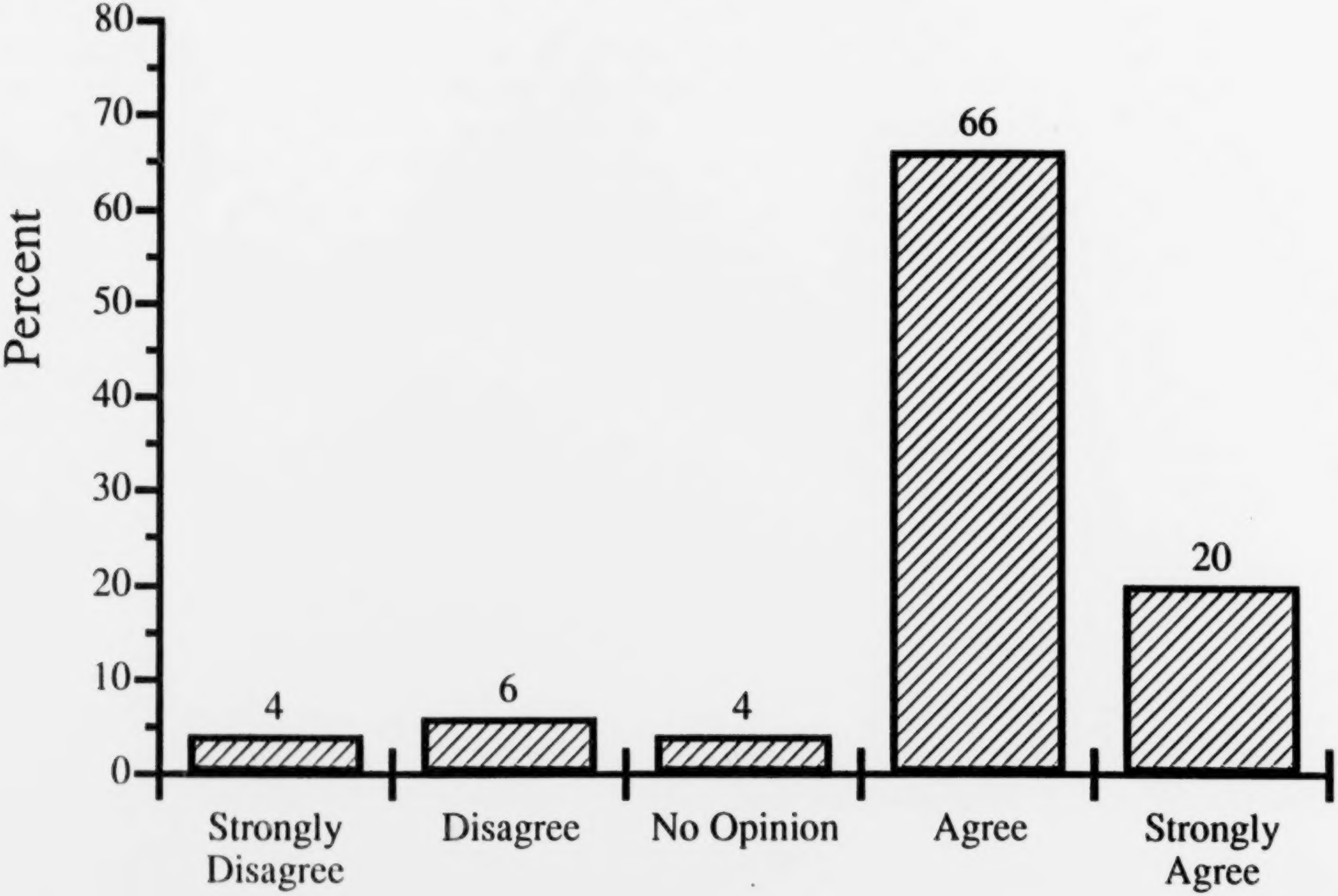
To the statement, "I feel satisfied with the way in which the decision to change to an Extended-Day schedule was made at my school," sixty-four percent of Extended-Day patrons indicated that they were indeed satisfied. Seventeen percent of Extended-Day patrons indicated that they were not satisfied with the way in which the decision to adopt an Extended-Day schedule was made at their school. Eighteen percent of Extended-Day patrons expressed no opinion.

Eighty-six percent of Extended-Day patrons agreed or strongly agreed that they were satisfied with the way that the Extended-Day schedule was implemented in their school. Only ten percent

Q13. Our family is happy with the extended-day schedule.



Q14. I am satisfied with the way the extended-day schedule has been implemented in our school.



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(about 1/8th as many) of patrons indicated that they were not satisfied with the way that the Extended-Day schedule was implemented in their school. Four percent of Extended-Day patrons expressed no opinion.

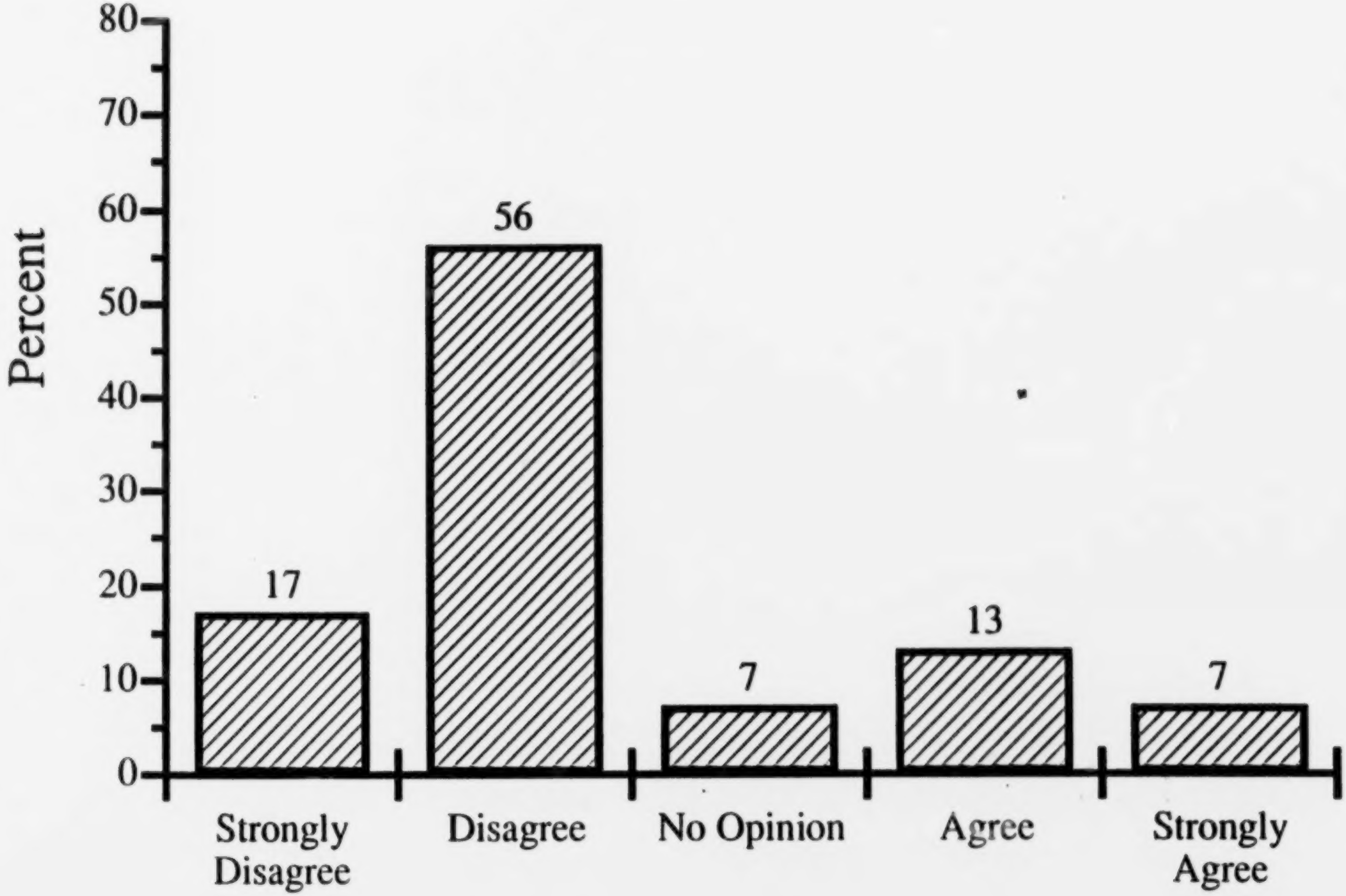
Patrons were asked to respond to the statement, "The disadvantages of Extended-Day schools outweigh the benefits." Seventy-three percent of Extended-Day patrons disagreed or strongly disagreed with this statement, indicating that they did not feel that the disadvantages of Extended-Day schools outweigh the benefits. Twenty percent of Extended-Day patrons agreed that the disadvantages of Extended-Day schools outweigh benefits. Seven percent of Extended-Day patrons expressed no opinion.

Is it difficult to adjust the family schedule to the Extended-Day schedule? Eighty-eight percent of Extended-Day patrons indicated that they had not found it difficult to adjust their family schedule to the Extended-Day schedule. Only seven percent of Extended-Day patrons agreed that they had found it difficult. Five percent of Extended-Day patrons expressed no opinion.

Patrons were asked if they were unhappy about changes they had to make in their family schedule to accommodate the Extended-Day Schedule. Most (85%) the patrons indicated that they were not unhappy about changes they had to make in their family schedule to accommodate the Extended-Day program. Nine percent of Extended-Day patrons indicated that they were unhappy. Six percent of Extended-Day patrons expressed no opinion.

Patrons were asked a series of questions concerning specific experiences with the Extended-Day schedule. Because an Extended-Day schedule may conflict with activities outside the school, especially for those students on the later schedule, patrons were asked to respond to the statement, "The Extended-Day schedule conflicts with the extracurricular activities my child participates in." Most (83%) of Extended-Day patrons disagreed or strongly disagreed with this statement, indicating that the Extended-Day schedule had not interfered with their child's extracurricular activities. Only eleven percent of Extended-Day patrons indicated

Q15. The disadvantages of extended-day schools outweigh the benefits.



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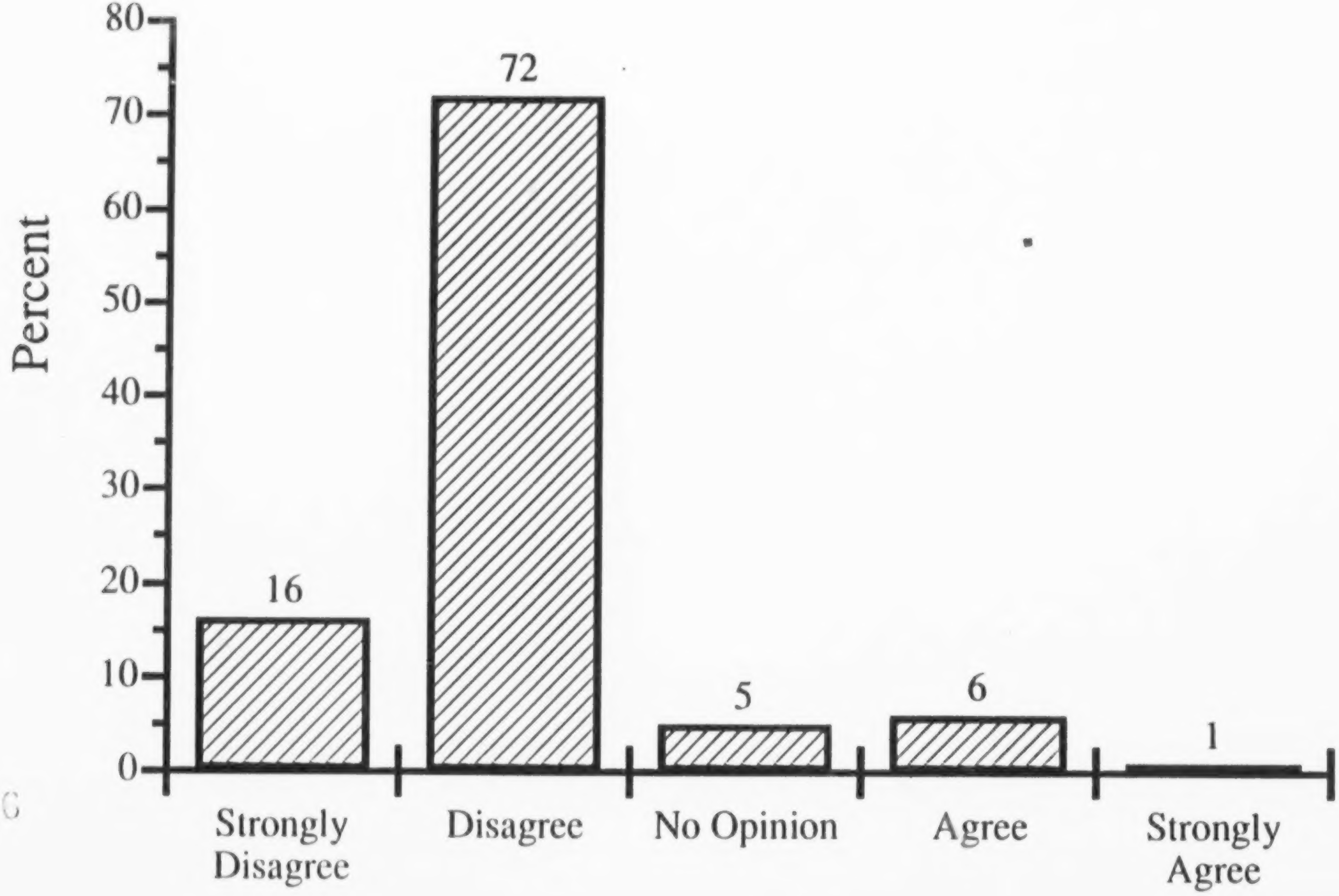
Q19. We have found it difficult to adjust our family schedule to the extended-day schedule.



State Extended Day
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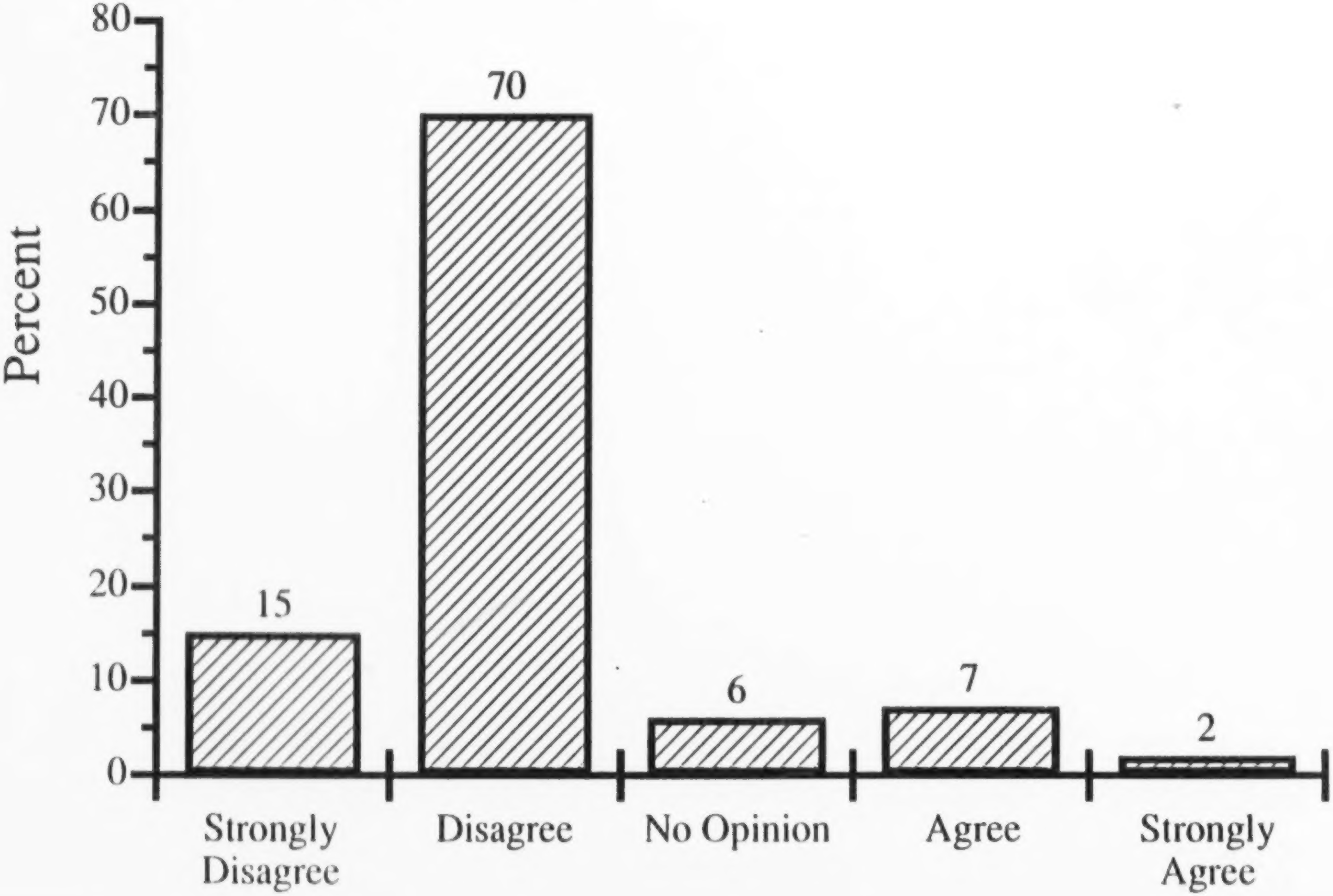
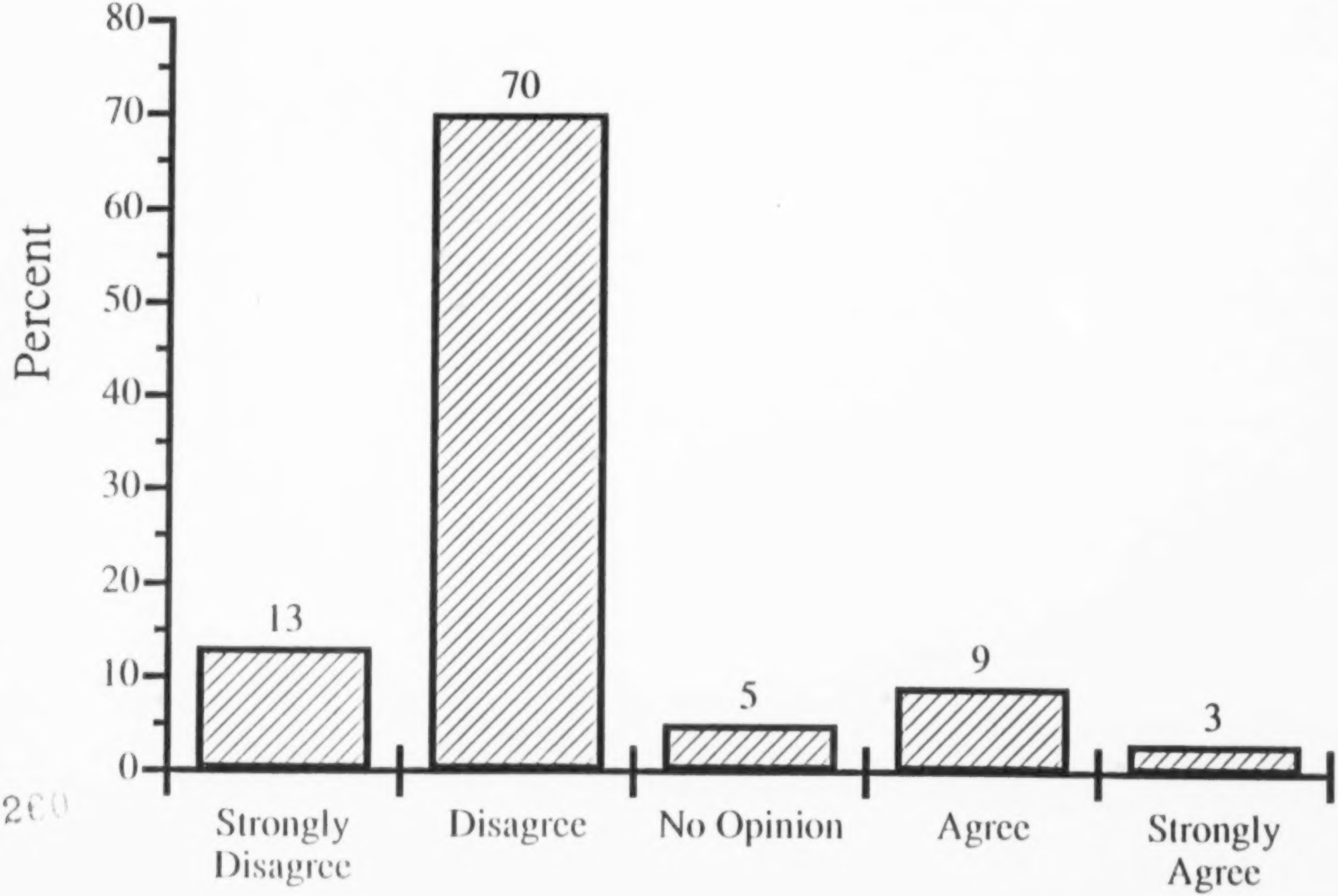
Q18. I am unhappy about the changes we have had to make in our family schedule to accommodate the extended-day schedule.



82-C

Q16. The extended-day schedule conflicts with the extracurricular activities my child participates in.



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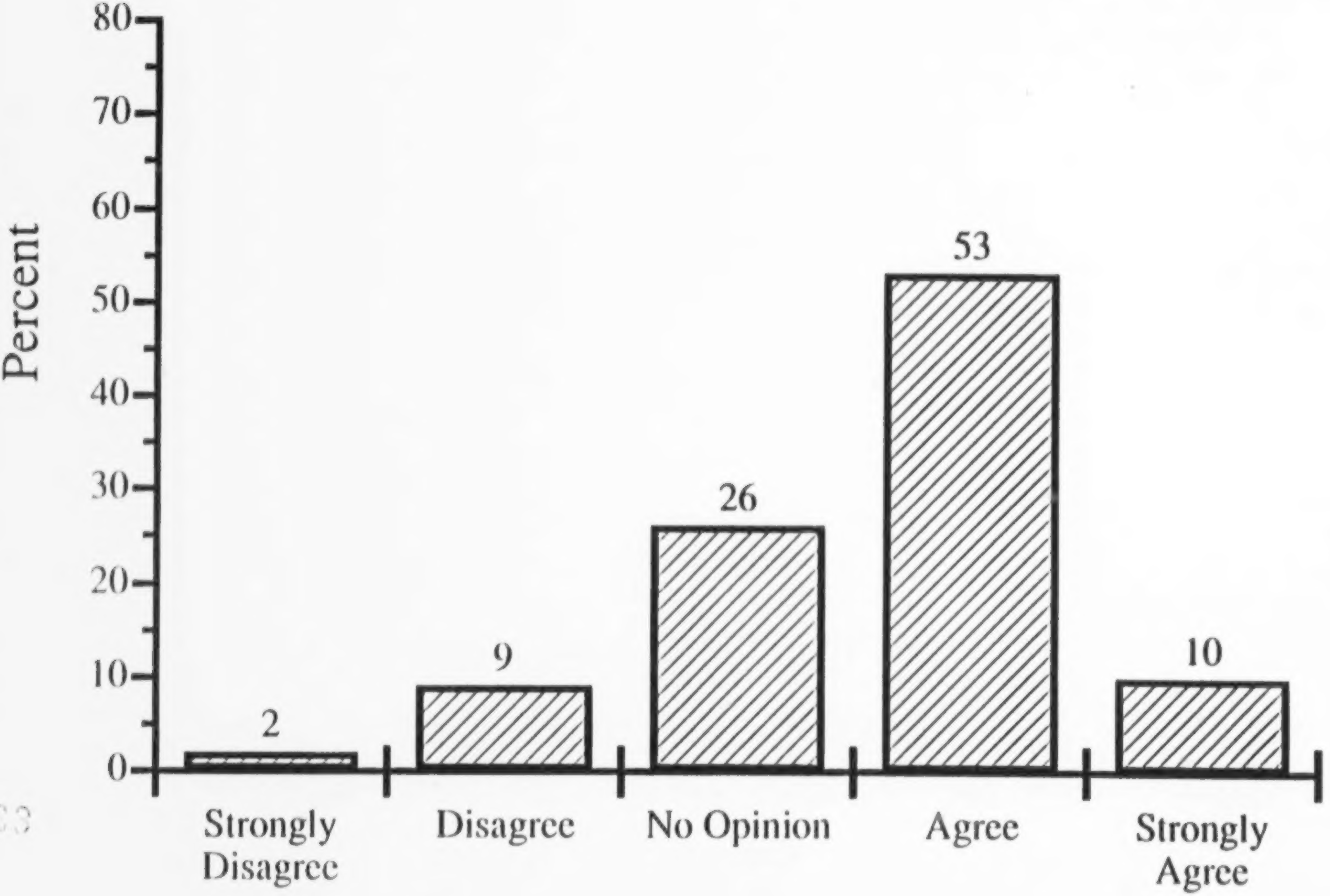
that the Extended-Day schedule had interfered with their child's extracurricular activities. Five percent expressed no opinion.

The Extended-Day program may require a student to leave home later in the morning than parents who work, or return home from school before older siblings, making day care more of a problem than on a traditional schedule. Evaluators were interested, not in the difficulty of obtaining child care, but in the relative difficulty of obtaining child care when compared to a traditional schedule. Patrons were asked to respond to the statement, "Day care in our family has not been any more of a problem with the Extended-Day schedule." Sixty-three percent of Extended-Day patrons agreed or strongly agreed that day care has not been more of a problem on the Extended-Day schedule. Eleven percent of Extended-Day patrons indicated that day care has been more of a problem for their family on the Extended-Day schedule. Twenty-six percent of Extended-Day patrons responded with no opinion.

Families with children in secondary school may have had a change in the way the secondary schedule and elementary schedules relate to each other. Patrons were asked to respond to the statement, "Having students on different school schedules has not been an inconvenience to our family." About one-third (31%) of Extended-Day patrons had no opinion on this statement, representing those patrons who had no children in secondary school. More than one-half (50%) indicated that having students on different school schedules has not been an inconvenience to their family. About one-fourth as many (14%) indicated that having students on different school schedules has been an inconvenience to their family.

Patrons were asked if the larger size of the specialty classes has had a negative impact on the quality of education their child receives. Fifty-three percent of Extended-Day patrons indicated that they did not feel that the larger size of the specialty classes has had a negative impact on the quality of education their child receives. However, thirty-six percent of Extended-Day patrons agreed that the larger size of the specialty classes has had a negative impact on the quality of education

Q17. Day care in our family has not been any more of a problem with the extended-day schedule.



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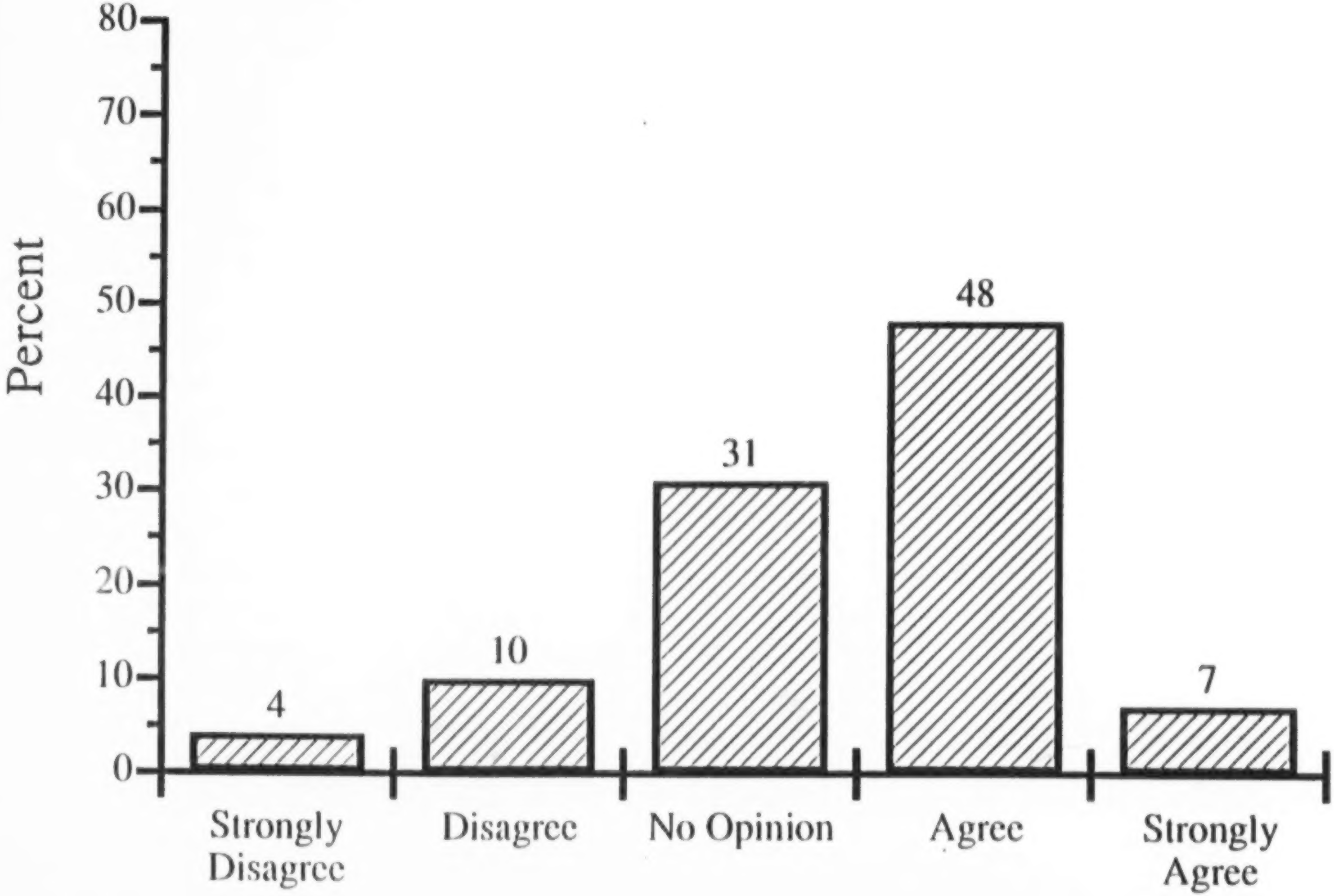
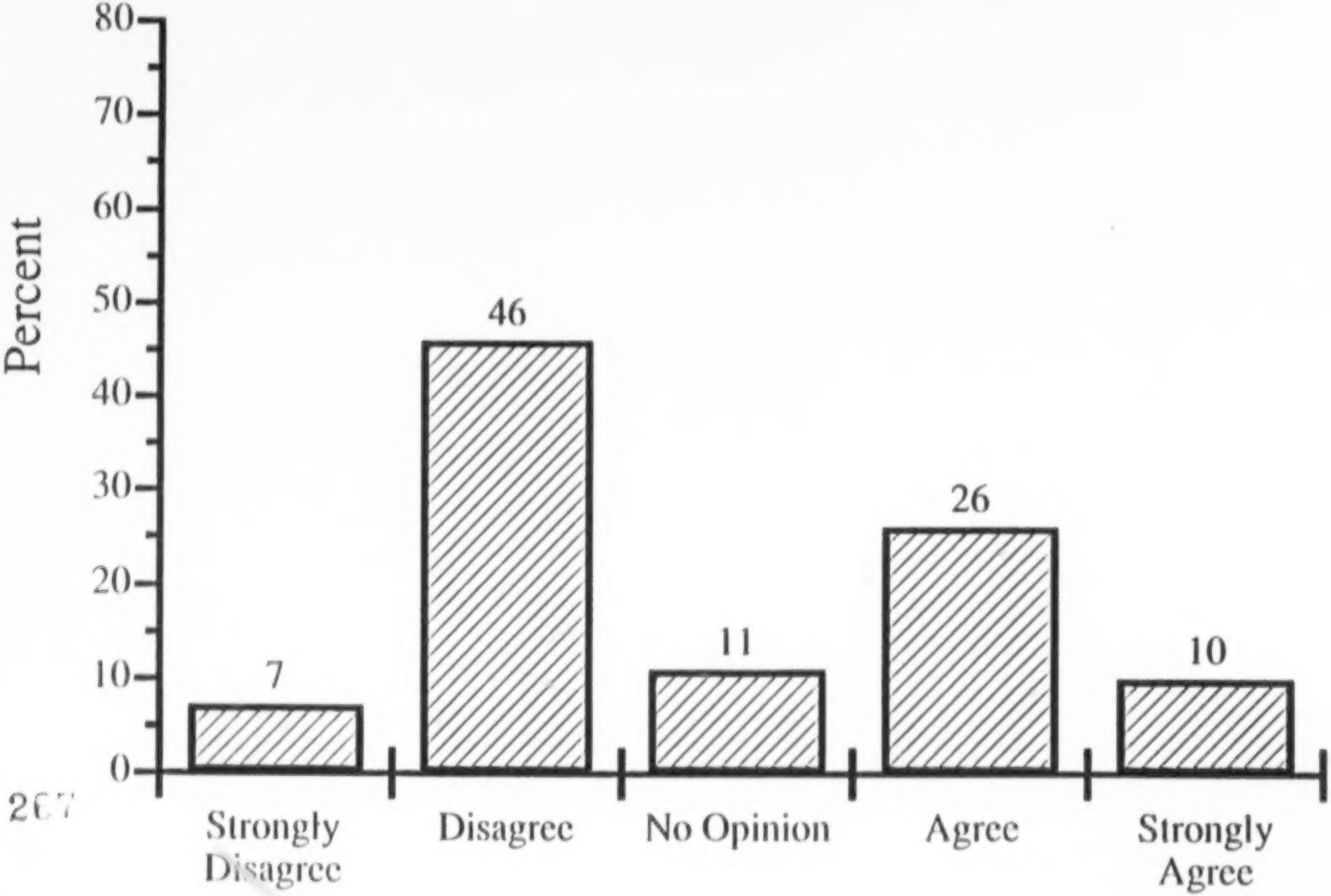
Q21. Having children on different school schedules has not been an inconvenience to our family.



Q22. The larger size of the (specialty/core II) classes has had a negative impact on the quality of education my child receives.



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their child receives. Eleven percent of Extended-Day patrons expressed no opinion.

Eighty percent of Extended-Day patrons agreed with the statement, "I like the specialty classes my child attends in the Extended-Day program." Only eleven percent of Extended-Day patrons responded that they did not like the specialty classes which their child attends in the Extended-Day program. Nine percent of Extended-Day patrons had no opinion concerning the specialty classes in the Extended-Day program.

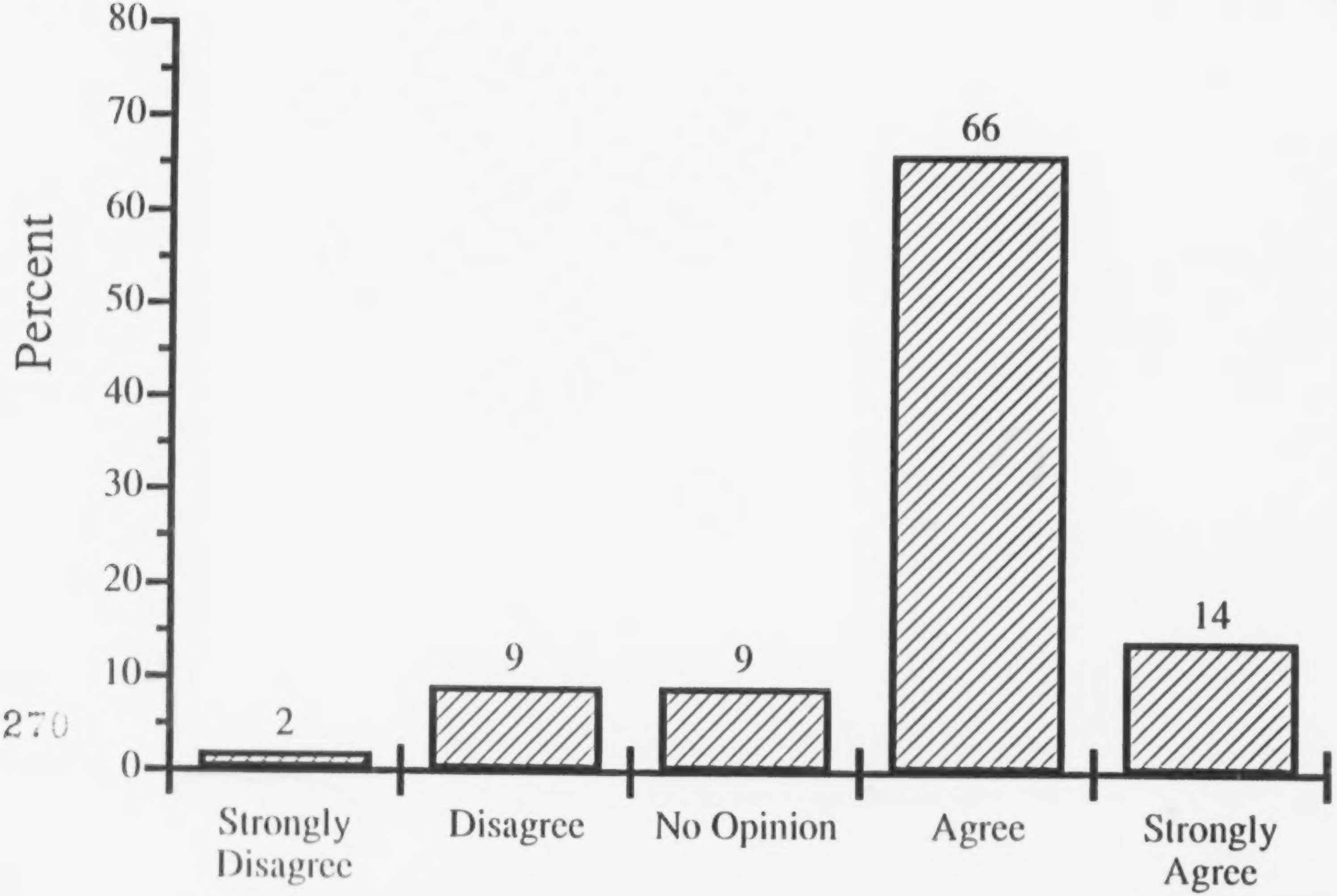
Patrons were asked to respond to the statement, "There is no advantage between being on the morning or afternoon schedule." Forty-four percent of Extended-Day patrons disagreed with this statement, indicating that they felt there is an advantage to one session over the other. Forty percent of Extended-Day patrons agreed that there is no advantage between the two sessions. Sixteen percent of Extended-Day patrons had no opinion concerning the relative advantages of two sessions. When comparisons were made between the response of patrons on the first and second session on this item, significant differences were found. Fifty percent of patrons with students on the second session agree that there is no session advantage, while fifty-one percent of patrons with students on the first session perceive that there is an advantage. (p=.002) It appears that patrons with first session assignments have either experienced an advantage that others do not see or have self-selected to the first session because they felt there was an advantage prior to their experience.

Summary: Family Experience with the Extended-Day program

The majority of Extended-Day patrons report that the schedule has not had a disruptive effect on their family. Day care problems have not increased, the program does not conflict with outside activities and it has not been difficult to adapt the family schedule to the Extended-Day schedule.

The majority of Extended-Day patrons like the specialty classes and do not perceive a negative impact because of the size of the classes. However, thirty-six percent of Extended-Day

Q23. I like the (specialty/core II) classes my child attends in the extended-day program.



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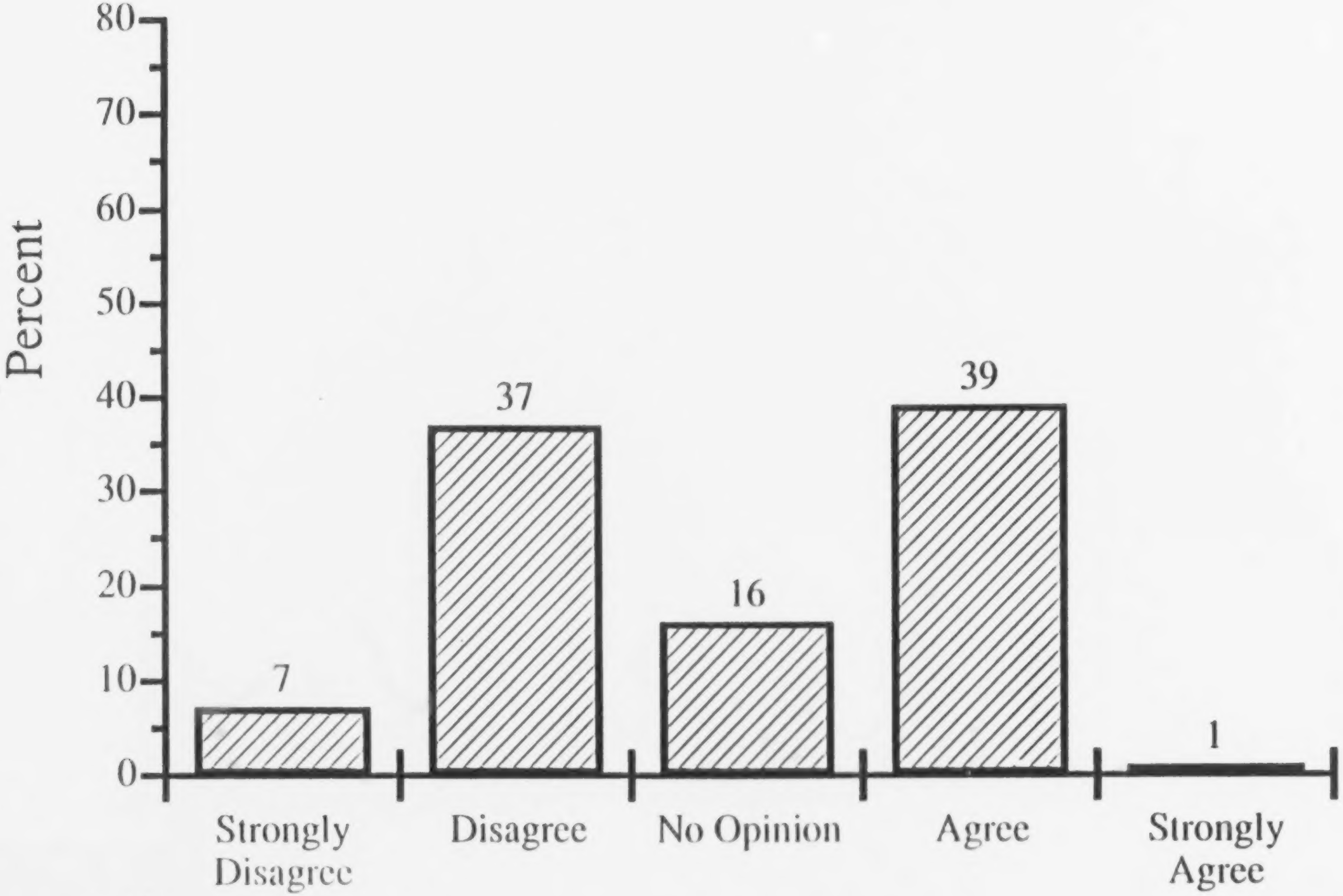
Q24. There is no advantage between being on the morning or afternoon schedule.



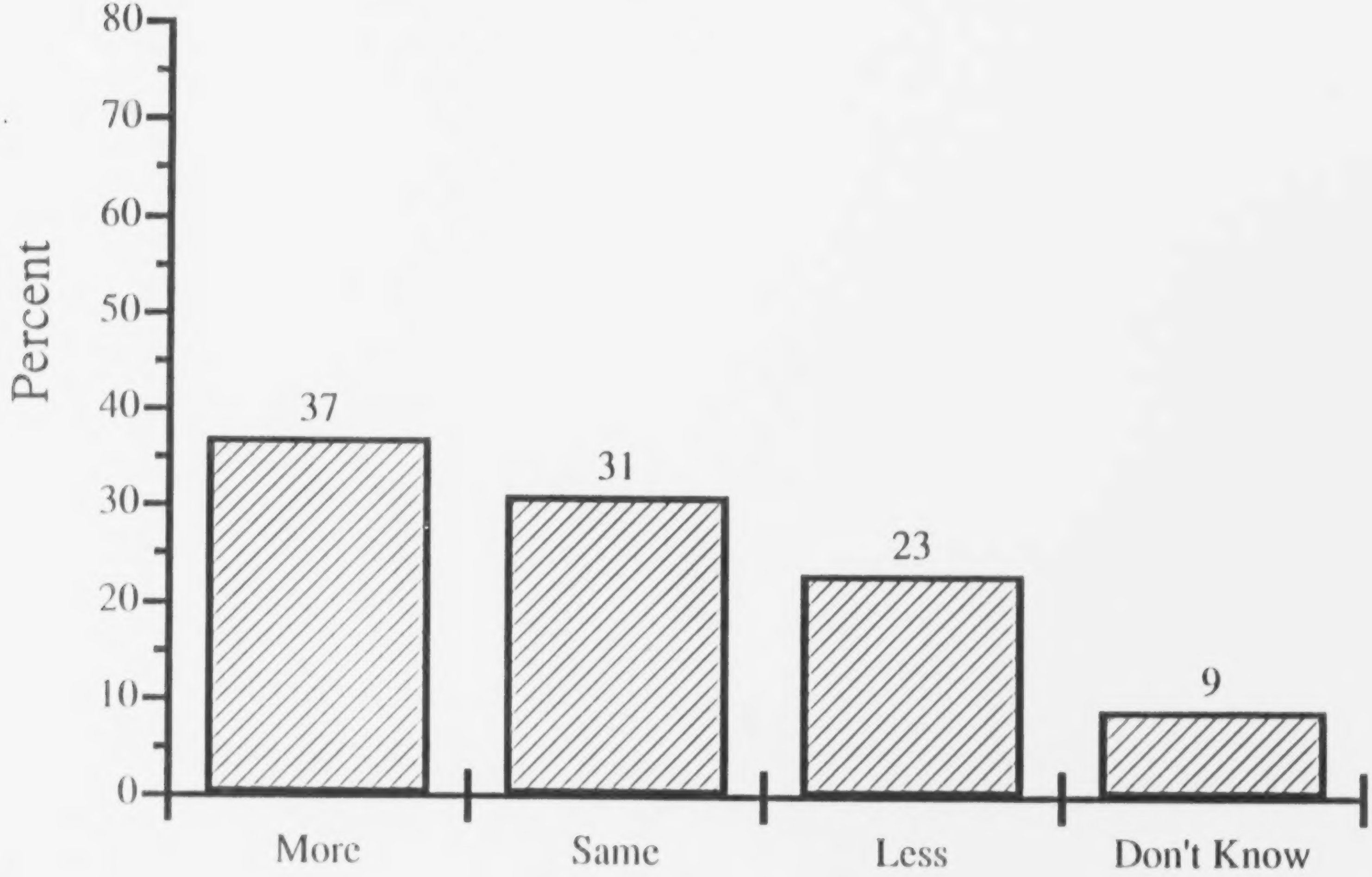
patrons expressed concern over the negative impact of size on the quality of education in the specialty classes. Patrons are split in their assessment of the relative advantage of the first or second sessions. Forty-four percent of Extended-Day patrons perceive one session to have an advantage over the other; forty percent of Extended-Day patrons do not perceive any advantage of one session over another. Patrons with students assigned to the first session tend to perceive advantages which those which students assigned to the second session do not see.

Patron Responses: Comparison of Traditional and Extended-Day School

Patrons were asked to compare the Extended-Day program with the traditional nine month schedule on nine items, representing general areas of concern. Patrons were asked to indicate if they felt the benefit or problems described in each item occurred a) more on an Extended-Day schedule than on a traditional schedule, b) the same on an Extended-Day schedule as on a traditional schedule, or c) less on an Extended-Day schedule than on a traditional schedule. A final response, "don't know" was used when the patron expressed no knowledge or opinion concerning the item.

First, patrons were asked their perceptions of the ability of the school to meet the individual needs of their child in the basic subjects on the Extended-Day schedule and the traditional schedule. Thirty-seven percent of Extended-Day patrons responded that the ability of the school to meet individual student needs in the basic subjects was greater on the Extended-Day schedule than on the traditional schedule. Thirty-one percent of Extended-Day patrons rated the ability of the school to meet individual needs of students in the basic subjects on the Extended-Day schedule to be the same as on the traditional schedule. However, twenty-three percent of Extended-Day patrons perceive that the ability of the school on the Extended-Day schedule to meet individual needs in the basic subjects is less than the ability of the traditional school. Nine percent of Extended-Day patrons responded that they did not know.

Q25. The ability of the school to meet the individual needs of your child in the basic subjects.



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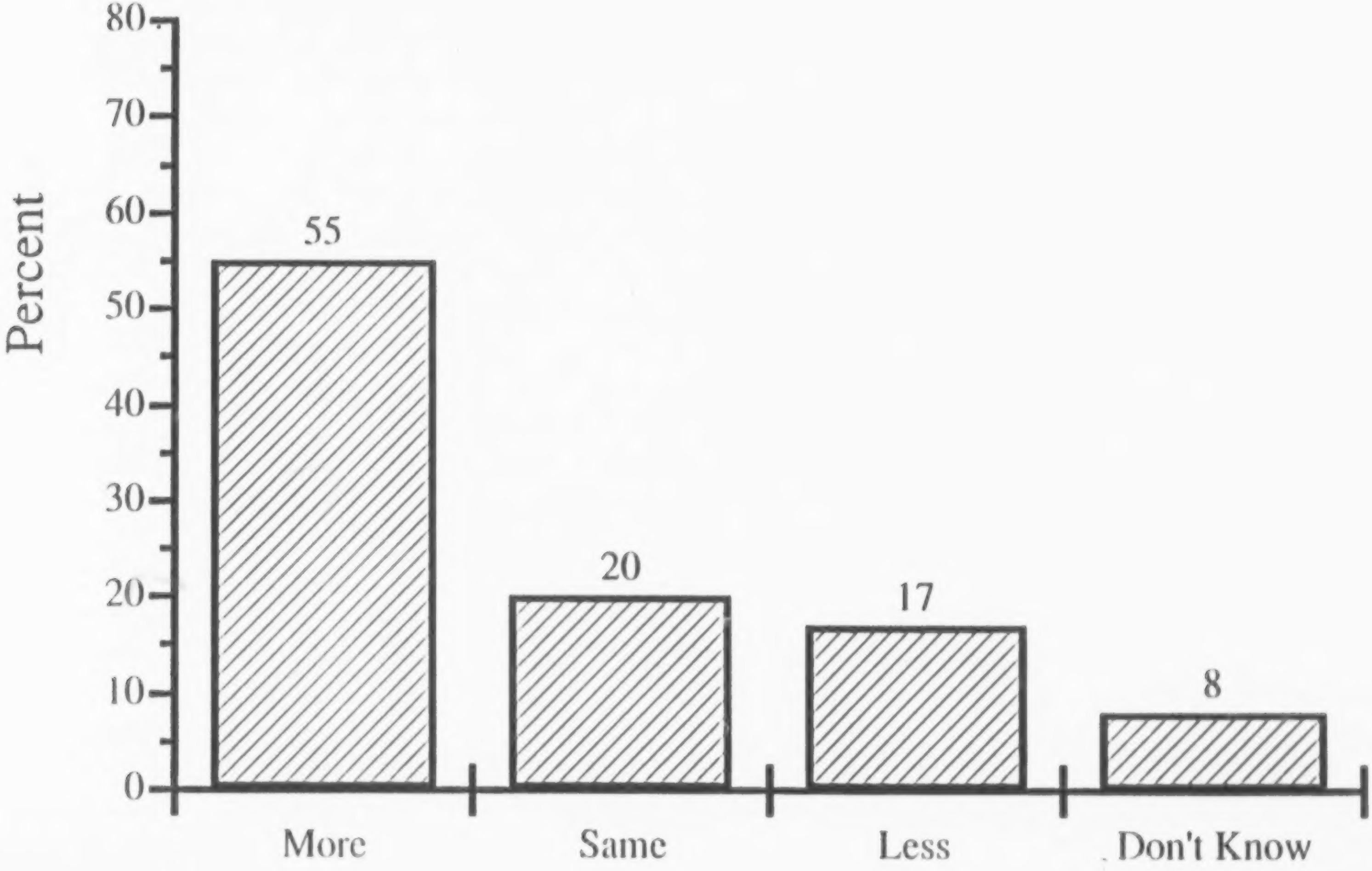
When patrons were then asked their perceptions of the ability of the school to meet the individual needs of their child in the specialty subjects on the Extended-Day schedule compared with the traditional schedule. More than half (55%) felt that the ability of the school to meet individual student needs in the specialty subjects was greater on the Extended-Day schedule than on the traditional schedule. Twenty percent of Extended-Day patrons rated the ability of the school to meet individual needs of students in the specialty subjects on the Extended-Day schedule to be the same as on the traditional schedule. Seventeen percent of Extended-Day patrons felt that the ability of the school on the Extended-Day schedule to meet individual needs in the specialty subjects is less than the ability of the traditional school. Eight percent of Extended-Day patrons responded that they did not know.

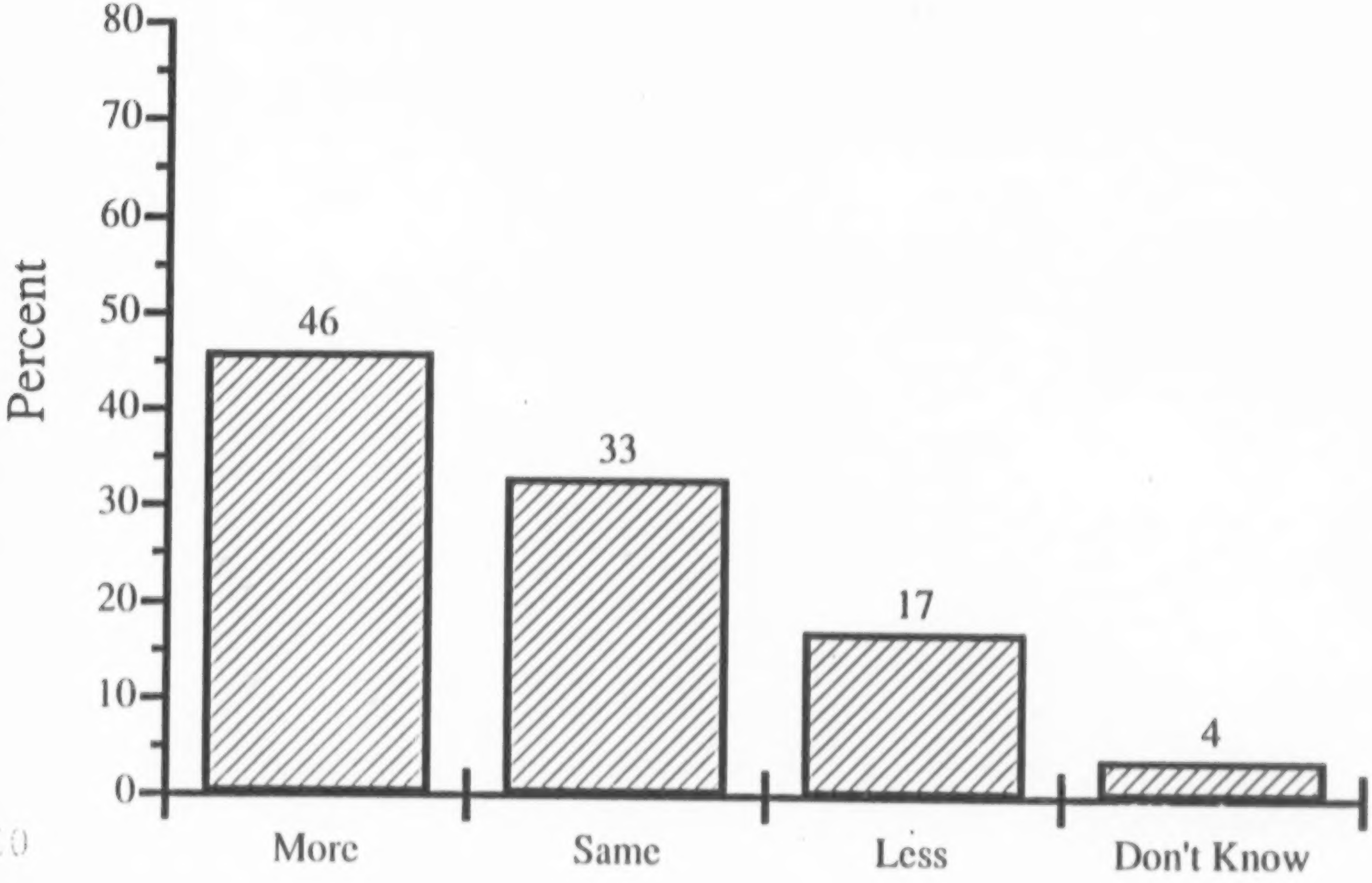
Patrons were asked how they perceived that the Extended-Day schedule effected their "child's opportunity to learn." About half (46%) of patrons indicated that they felt their child had more opportunity to learn on the Extended-Day schedule and thirty-three percent of Extended-Day patrons responded that their child's opportunity to learn was the same on the Extended-Day schedule as on the nine month schedule. Seventeen percent of Extended-Day patrons felt that their child had less opportunity to learn on an Extended-Day schedule than on the traditional schedule. Four percent of Extended-Day patrons did not know how their child's opportunity to learn on the Extended-Day schedule compared with the traditional schedule.

How do patrons perceive the overall quality of their school on the Extended-Day schedule compared with the traditional schedule? Forty-two percent of Extended-Day patrons felt that the quality of the school had improved on the Extended-Day program, in comparison to the traditional schedule. Thirty-eight percent of Extended-Day patrons responded that the quality of the school is the same on an Extended-Day schedule as it was on a nine month schedule. However, fifteen percent of Extended-Day patrons indicated that

Q26. The ability of the school to meet the individual needs of your child in the specialty subjects.



Q27. Your child's opportunity to learn.



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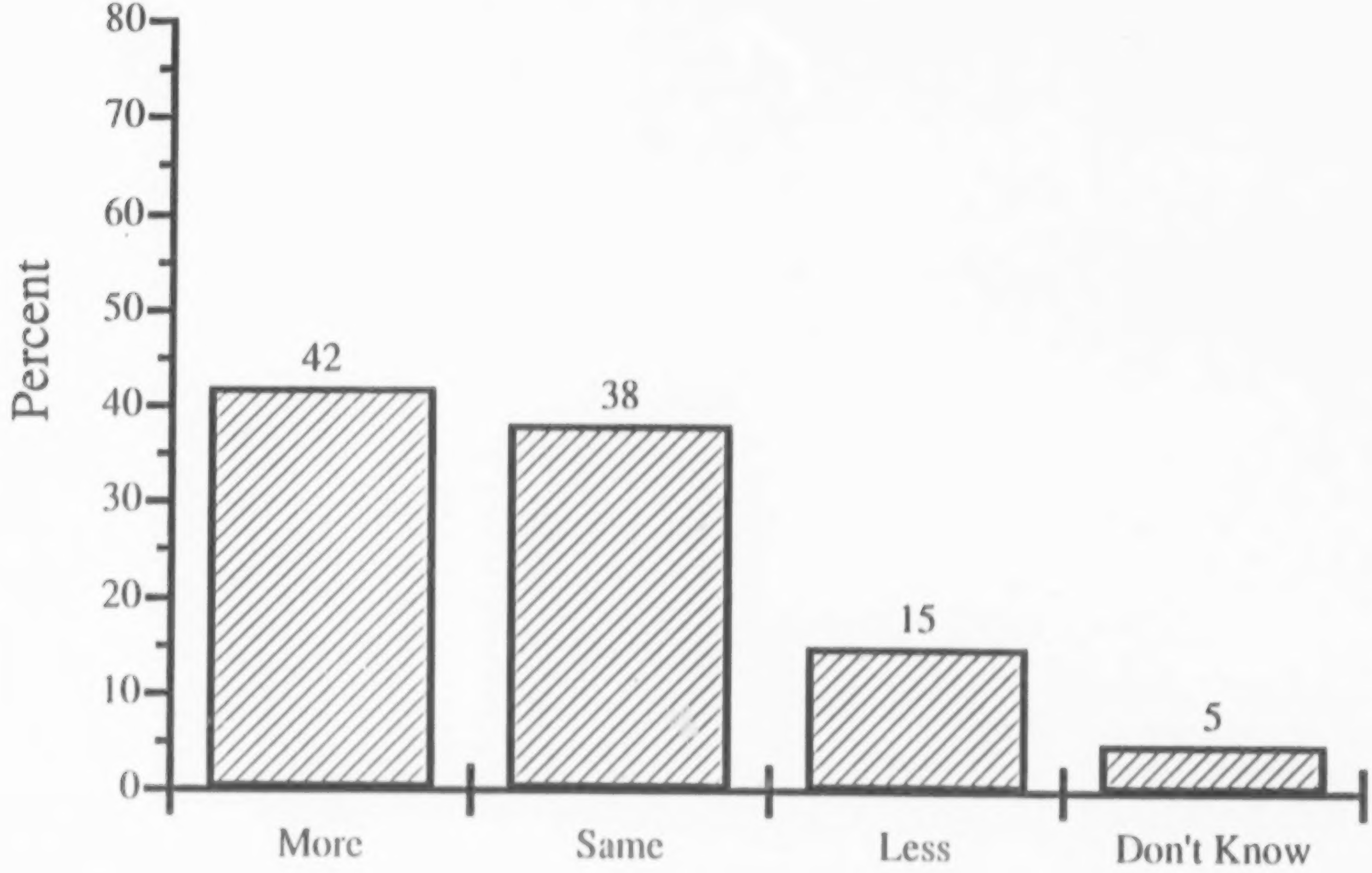
Q28. The overall quality of the school.



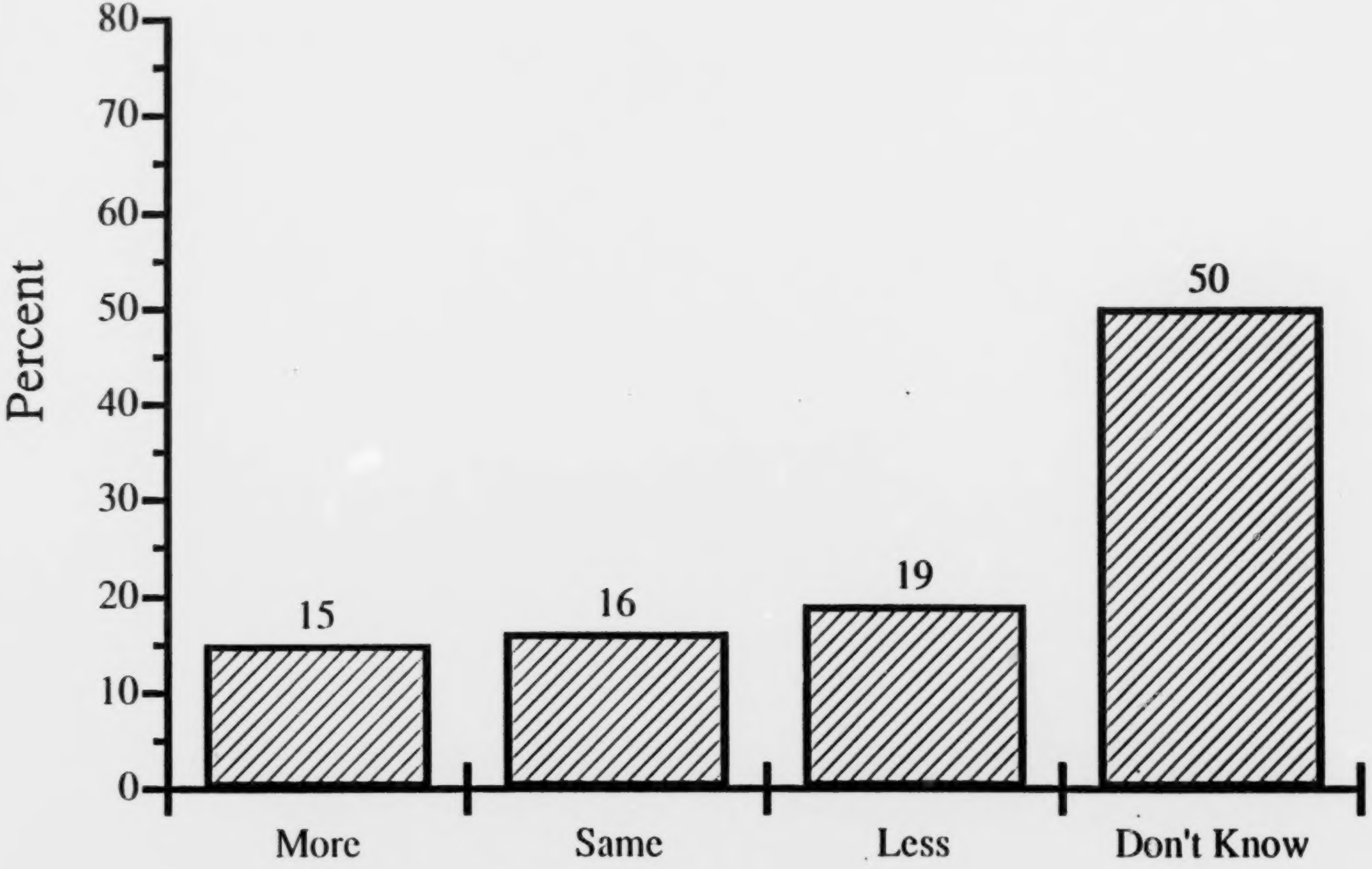
the overall quality of the school was less on the Extended-Day schedule than on the traditional schedule. Five percent of Extended-Day patrons were undecided on this issue.

Patrons were asked to share their perceptions of how the expense of operating their school on the Extended-Day schedule compares with the expense of operation on the traditional schedule. Half of Extended-Day patrons (50%) responded that they did not know or have an opinion concerning the relative operational costs of the two programs. Only nineteen percent of Extended-Day patrons indicated that they felt the expense of operating their school was less on the Extended-Day schedule than on the traditional schedule. Fifteen percent of Extended-Day patrons indicated that they felt Extended-Day Education was more expensive to operate in their school than the traditional schedule. Sixteen percent of Extended-Day patrons responded that the expense of operating their school as Extended-Day school was the same as operating the school as a traditional school.

Patrons perceptions of the amount of teacher burn-out which might occur on the Extended-Day schedule compared with the amount of teacher burnout which might occur on a traditional schedule showed that thirty-eight percent expected more teacher burnout on the Extended-Day schedule and twenty percent expected less. Thirty-three percent of Extended-Day patrons indicated that they did not know the relative amounts of teacher burnout. Nine percent indicated they felt there would be no difference between teacher burnout on the Extended-Day schedule and the traditional schedule.

Patrons were asked to share their perceptions of the amount of individual attention their child receives, comparing their school on an Extended-Day schedule and a traditional schedule. Thirty percent of Extended-Day patrons responded their child received more individual attention on the Extended-Day schedule than in the traditional school. More patrons (38%) indicated their child received less individual attention. Twenty-six percent of Extended-Day patrons responded that they perceived no

Q29. The expense of operating the school.



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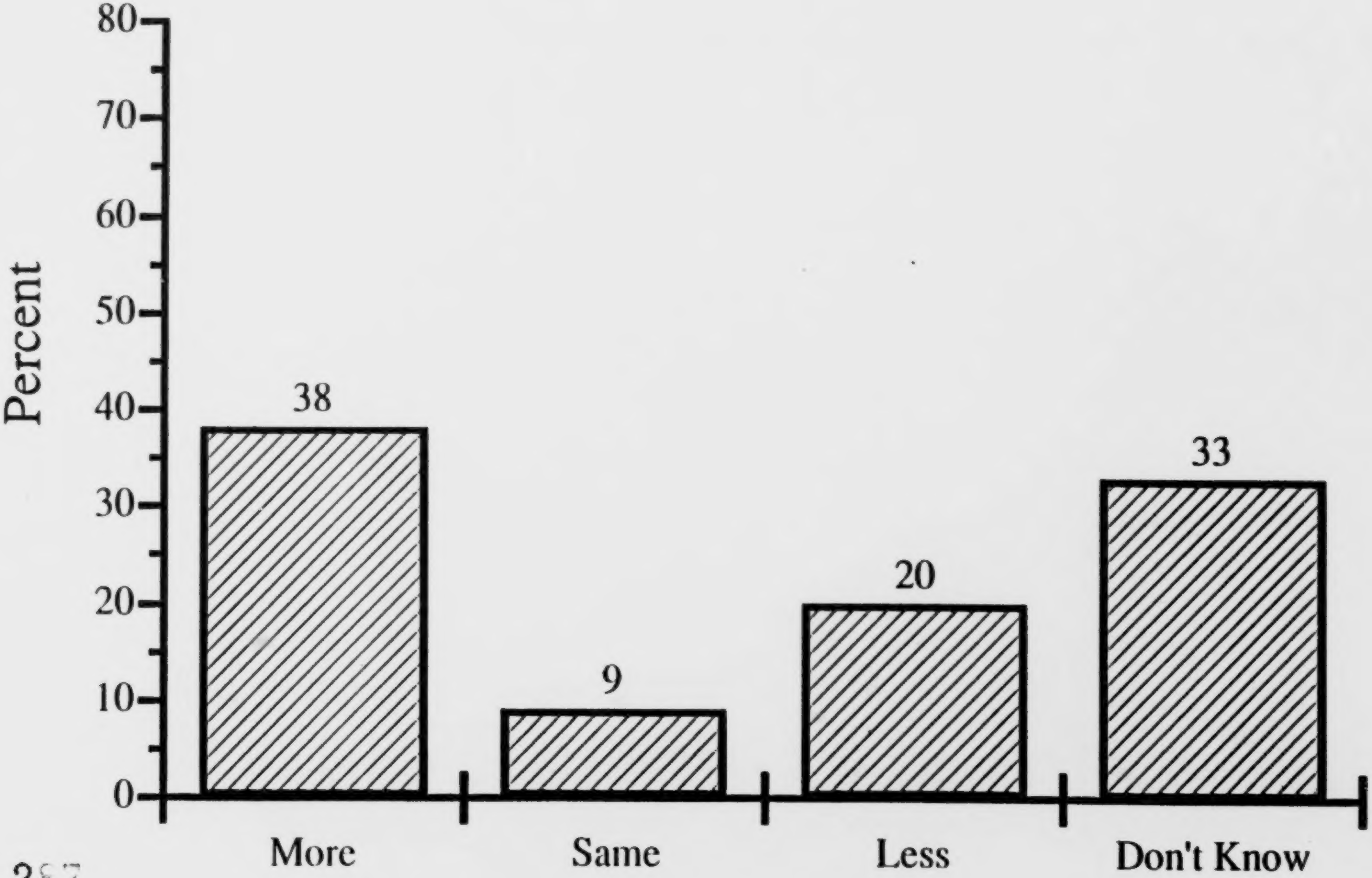
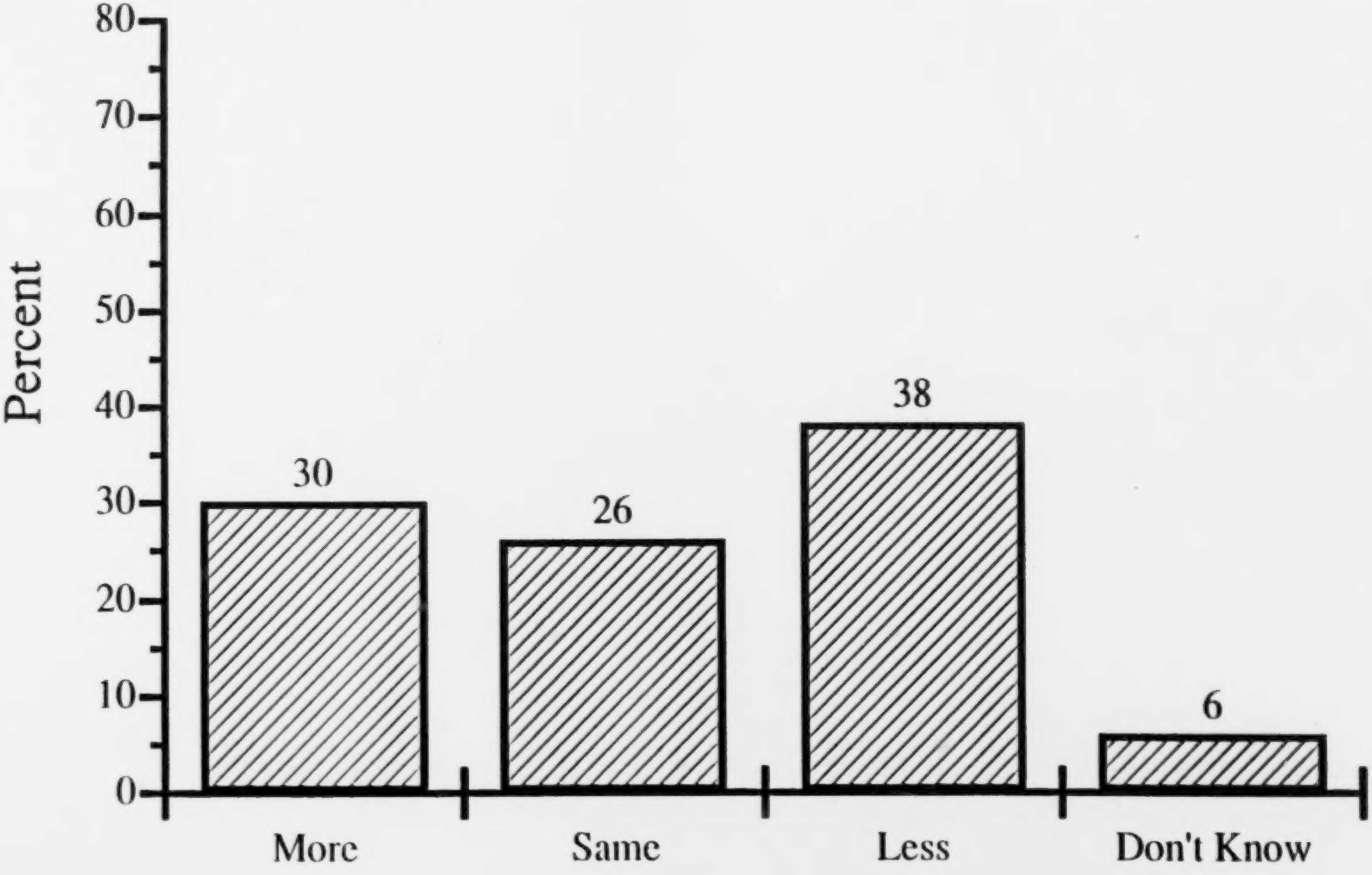
Q30. The amount of teacher burn-out.



Q31. The amount of individual attention your child receives.



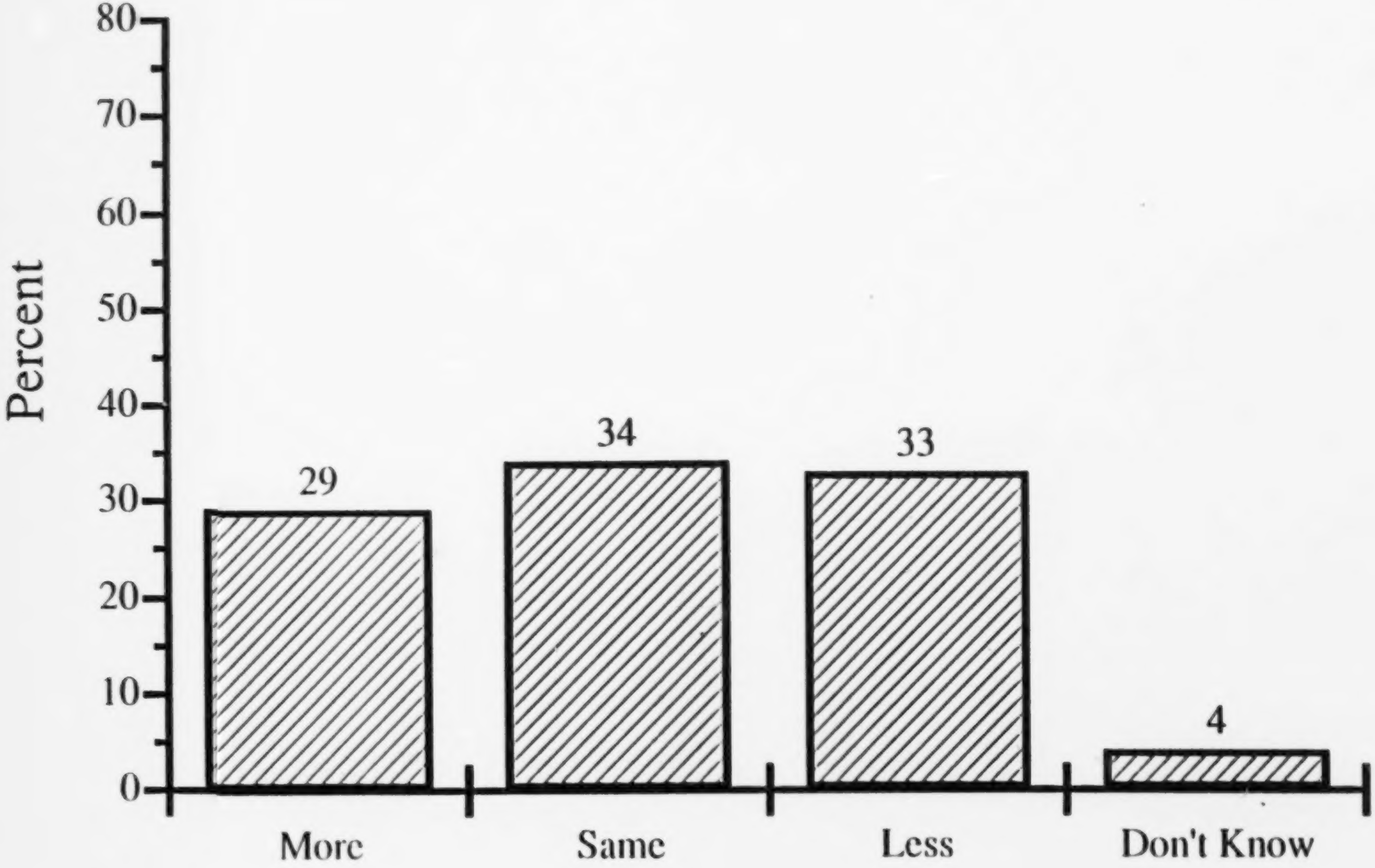
difference between the amount of individual attention their child received on the Extended-Day schedule and the amount in a traditional school. Six percent of Extended-Day patrons responded that they did not know.

Patrons compared the quality of the relationship between their child and the child's teacher on the Extended-Day schedule and the traditional schedule. About a third marked each response category: thirty-four percent responded that there was no difference in the quality of the relationship between their child and the child's teacher on the Extended-Day schedule and the traditional schedule, twenty-nine percent indicated they felt the relationship is better on the Extended-Day schedule than on the traditional schedule and thirty-three percent responded that the quality of relationship between their child and the teacher was of lesser quality. Four percent of Extended-Day patrons expressed no opinion concerning any differences in the quality of the relationship between student and teacher on the two schedules.

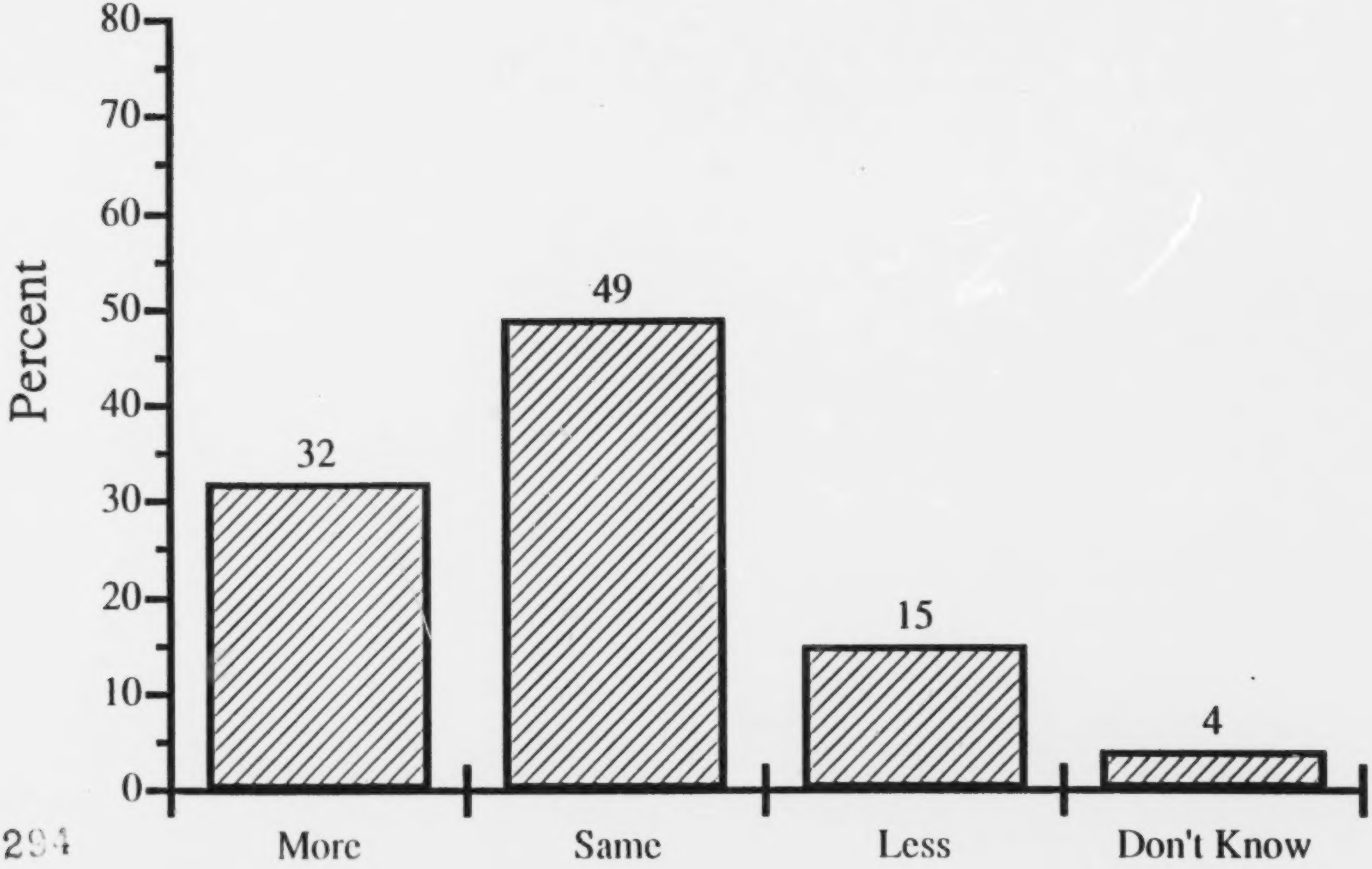
Patrons were asked to compare the willingness of teachers to work with them, as parents, on the Extended-Day schedule and the traditional schedule. One-half (49%) indicated there is no difference between the willingness of teachers to work with parents on the two schedules. Thirty-two percent of Extended-Day patrons indicated that teachers were more willing to work with parents on the Extended-Day schedule than they were on the traditional schedule. In contrast, fifteen percent indicated teachers were less willing to work with parents on the Extended-Day schedule. Four percent of Extended-Day patrons expressed no opinion on this item.

The steering committee was especially interested in patron perceptions of crowdedness in the alternative program schools. Patrons were asked if their school felt more crowded, less crowded or the same on an Extended-Day schedule as the school felt on a traditional schedule. Twenty-three percent of Extended-Day patrons indicated that their school felt less crowded on an Extended-Day schedule than it had on a traditional schedule.

Q32. The quality of the relationship between your child and the teacher.



Q33. How willing your child's teacher is to work with you.



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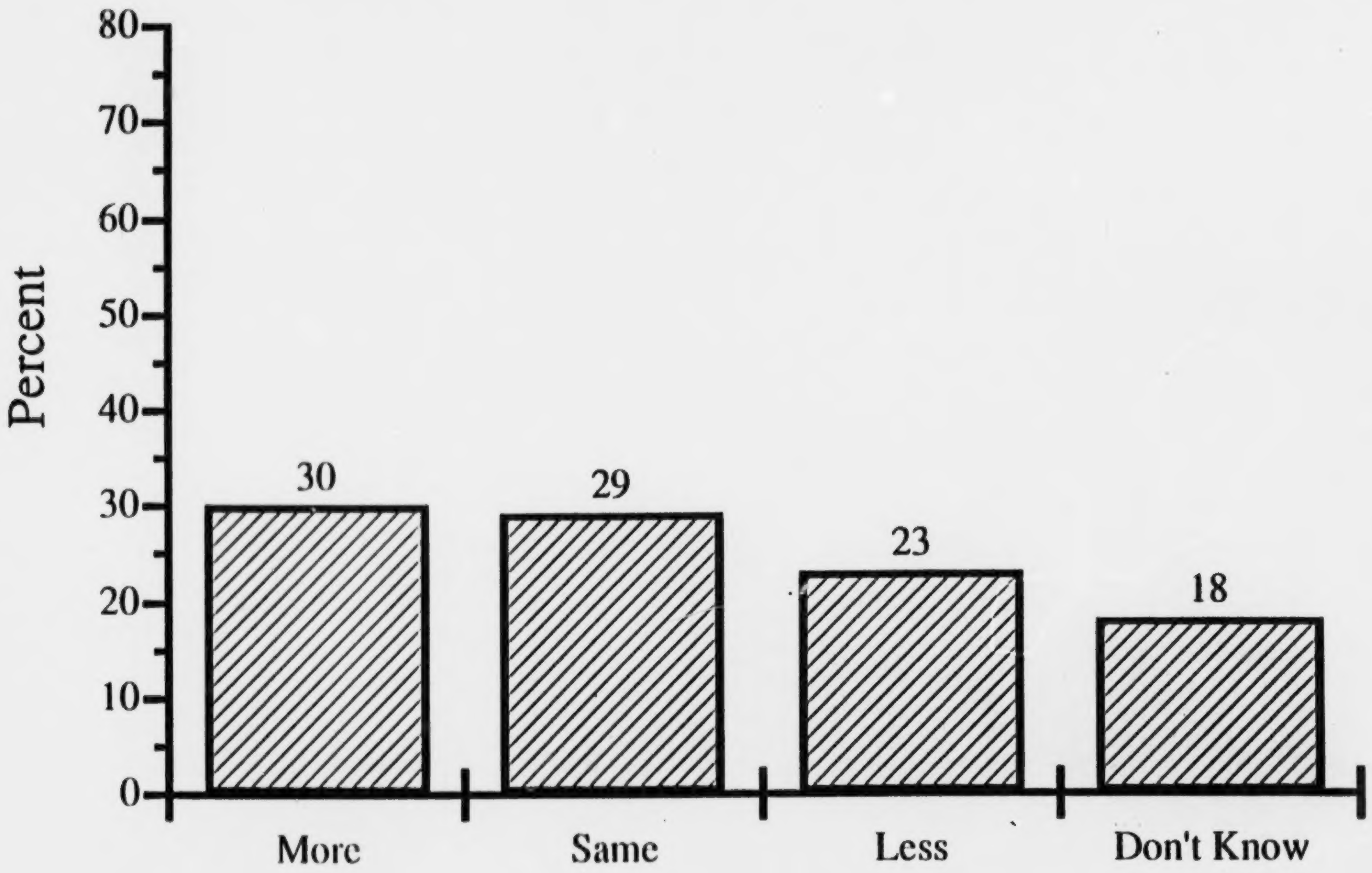
Q34. How crowded the school feels.



Twenty-nine percent of Extended-Day patrons indicated that their school felt the same in terms of crowdedness on the Extended-Day schedule as it did on the traditional schedule. Thirty percent of Extended-Day patrons felt that the school was more crowded on the Extended-Day schedule, than on a traditional schedule. Eighteen percent patrons responded that they did not know.

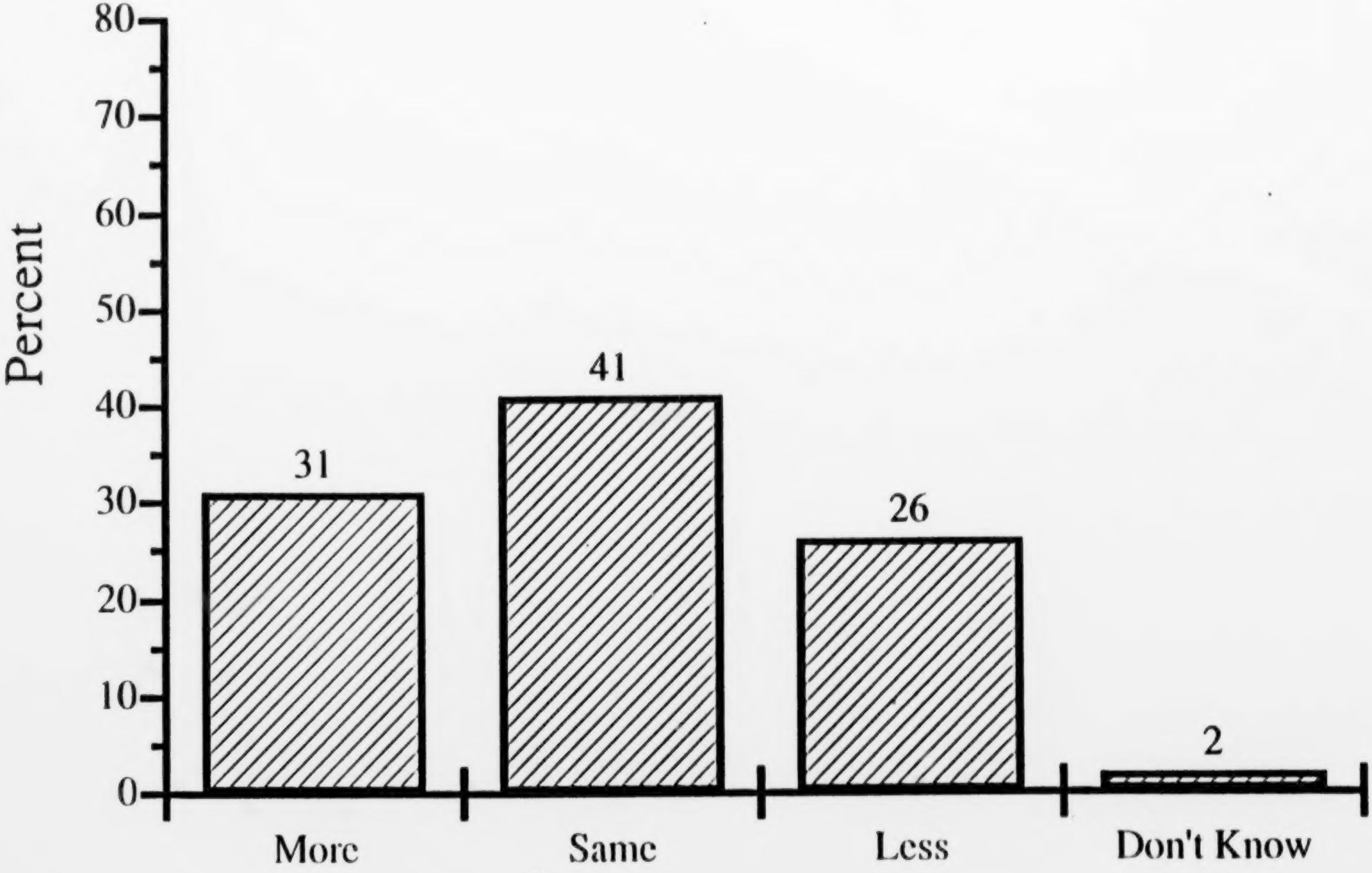
Patrons were asked about the quality of information they receive about their child's progress, especially during parent teacher conferences. Forty-one percent of Extended-Day patrons indicated that the quality of information that they received about their child's progress was the same on the Extended-Day schedule as it had been on the traditional schedule. Thirty-one percent of Extended-Day patrons responded that they receive better quality information concerning their child's progress on an Extended-Day schedule. About the same number (26%) of patrons consider the quality of information about their child's progress received from the Extended-Day school to be of lesser quality than that received from the traditional school.

Summary of Comparisons Between Traditional and Extended-Day Programs:

On nine aspects of the educational process included on this questionnaire, the majority of Extended-Day patrons rated Extended-Day Education as the same or better than the traditional schedule. However, on four of these items, "amount of individual attention your child receives," "quality of the relationship between your child and the teacher," "how crowded the school feels," and "the quality of information you receive about your child's progress during parent-teacher conferences," between twenty-six percent and thirty-eight percent of Extended-Day patrons rated the Extended-Day program as less positive than the traditional schedule.

On two items, the majority of Extended-Day patrons did not rate the Extended-Day program as the same or better than the traditional program. When asked about the relative cost of operating the school on the two programs, fifty percent of Extended-Day patrons did not know the relative costs. When asked about

Q35. The quality of information you receive about your child's progress during parent-teacher conferences.



the relative amounts of teacher burnout on the two programs, thirty-eight percent of Extended-Day patrons indicated that there was more teacher burnout on the Extended-Day program, than on the traditional schedule; thirty percent of Extended-Day patrons responded that they did not know how teacher burnout related in the two programs and twenty-nine percent of Extended-Day patrons indicated that teacher burnout would be the same or less on the Extended-Day program as on the traditional calendar.

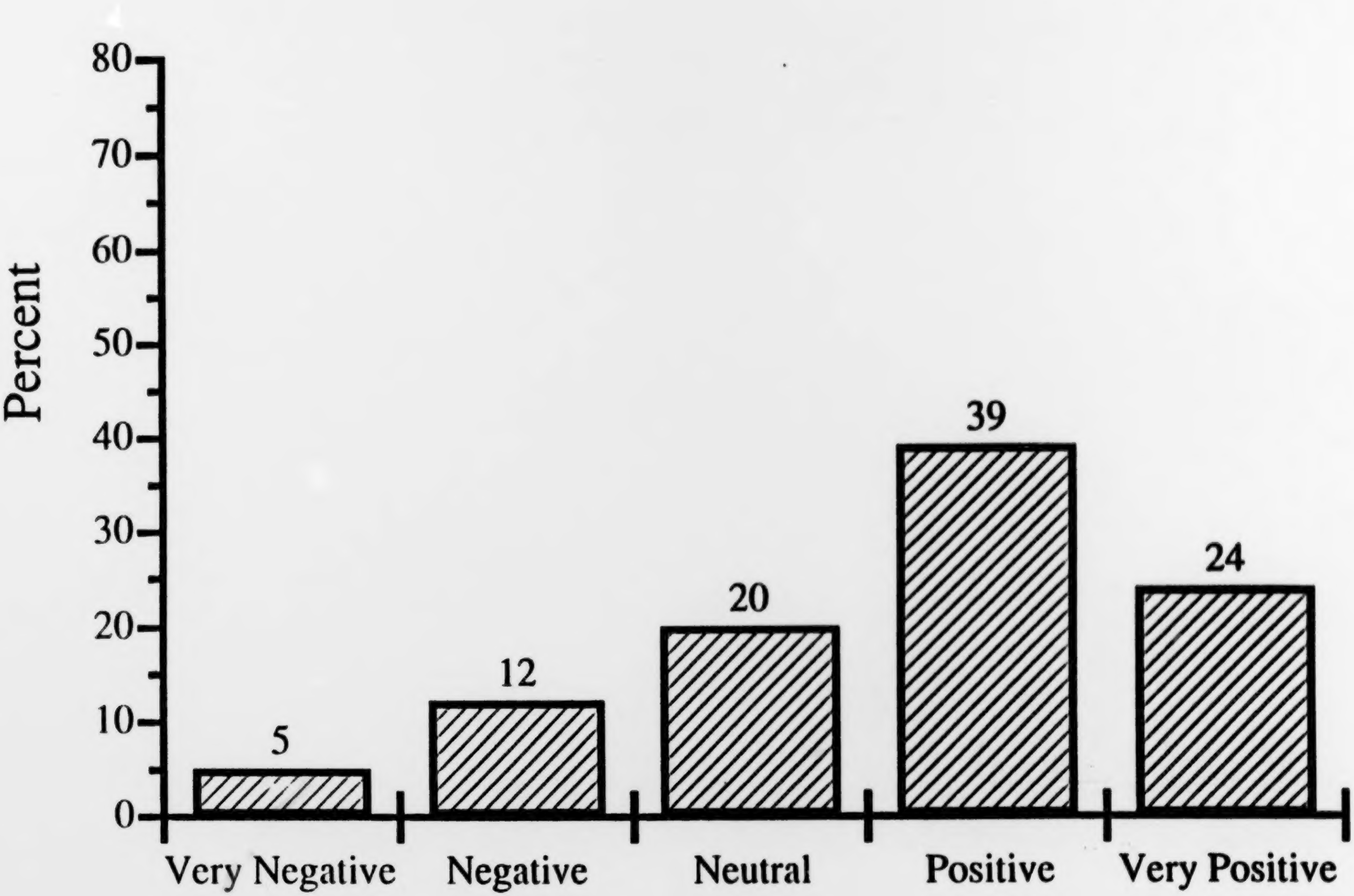
Overall Rating of Extended-Day Education

Patrons were asked to give their overall evaluation of the Extended-Day program, using the scale: very negative, negative, neutral, positive, and very positive. Sixty-three percent of Extended-Day patrons responded with an overall evaluation of the Extended-Day program as positive or very positive. About one-fourth as many (17%) gave their evaluation of the Extended-Day program as negative or very negative. Twenty percent of Extended-Day patrons responded that they were neutral in their opinion concerning the Extended-Day program. Session assignment made no significant difference in patrons' evaluation of the program.

Patrons were given a list of the possible solutions for the growth in student population in their districts. They were asked to choose the solution which they would prefer. Choices included a) Extended-Day, b) Year Round Education, c) traditional schedule with larger classes, d) traditional schedule with same size classes and higher taxes, e) double session, and f) no preference.

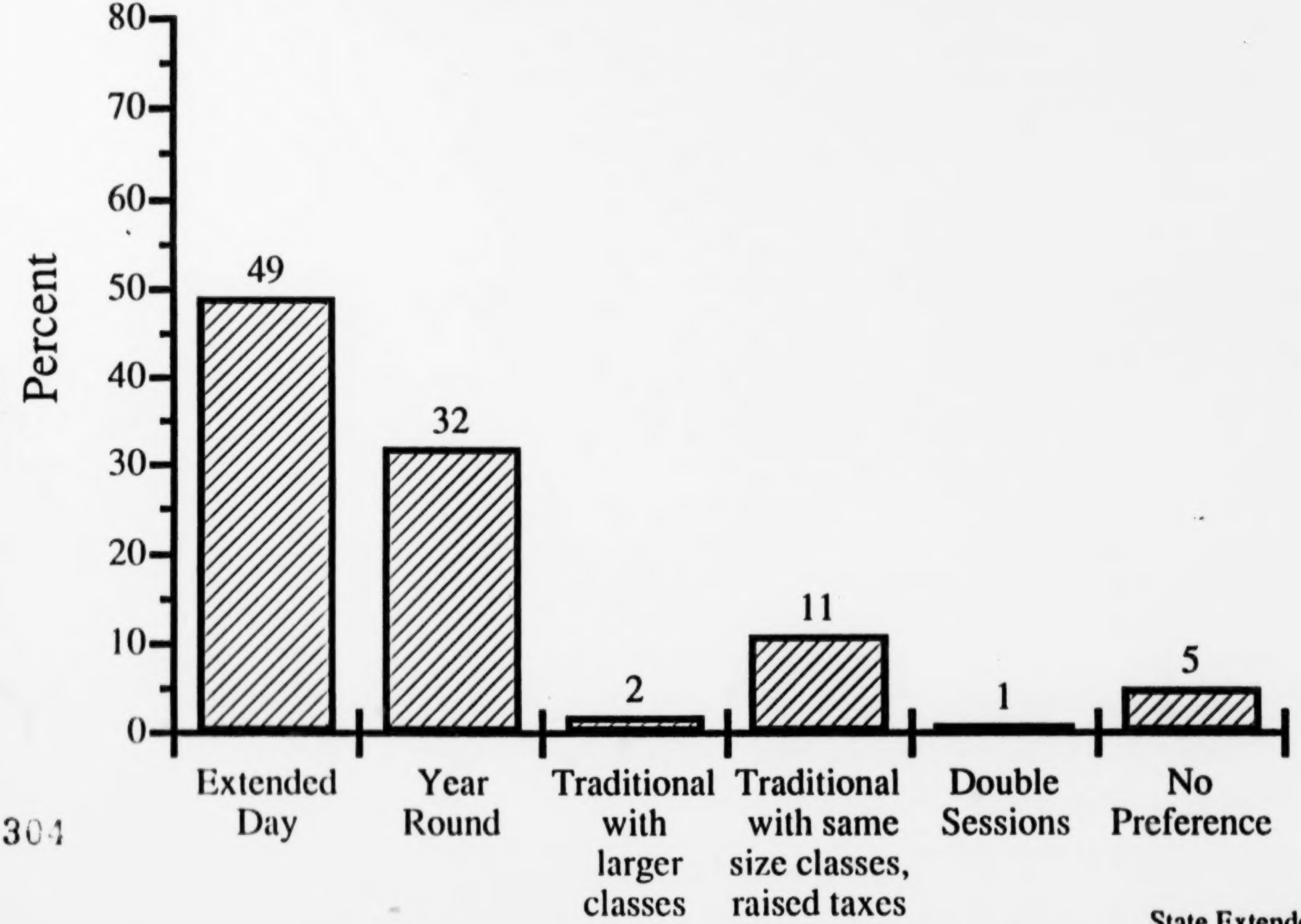
About one-half (49%) of Extended-Day patrons chose the Extended-Day program as their preferred solution to the problem of housing large student populations. About one-third (32%) of Extended-Day patrons preferred Year Round Education over all other options. Eleven percent of Extended-Day patrons preferred traditional school with raised taxes to maintain class size. Two percent of Extended-Day patrons indicated a preference for traditional school with larger classes. One percent of Extended-Day patrons preferred double sessions to all other options and five percent

Q36. What is your overall evaluation of extended-day education?



State Extended Day
Patron Survey

Q37. Which of the following possible solutions to the growth problems in your district would you prefer?



State Extended Day Patron Survey

of Extended-Day patrons had no preference.

Strengths and Weaknesses of the Program

Patrons were asked to identify the strengths and weakness of the Extended-Day program. Twelve percent of Extended-Day patrons responded that the Extended-Day program had no strengths. Ten percent of Extended-Day patrons made responses to the effect that Extended-Day provided a better education for students. Six percent of Extended-Day patrons indicated that increased teacher efficiency was a strength of the program. Four percent of Extended-Day patrons commented that the program prepared students well for junior high school, that the program saved money and that they liked the specialty classes. Two percent of Extended-Day patrons said that the Extended Program was less boring for students and utilized the building well.

Twenty-three percent of Extended-Day patrons listed no weaknesses for the Extended-Day program. Twenty-two percent of Extended-Day patrons indicated that the size of specialty classes was a weakness of the program. Twenty-three percent commented that their students received less individual attention. Nine percent were concerned about teacher burnout as a weakness of the Extended-Day program. Six percent of Extended-Day patrons listed socialization or making friends as a weakness of the program. Five percent of Extended-Day patrons stated that the second session students got home too late and four percent of Extended-Day patrons were concerned about the progress of slower students on the Extended-Day program.

Comparison of Winter and Spring Patron Responses

Patron responses from the Winter and Spring samples were compared. Only two significant differences were found. Both of these differences related to patron's choice of session. More patrons in the Winter sample had requested and received their choice of session (50%, Winter compared to 36% Spring). (p=.013) Although similar percentages of both samples expressed satisfaction with the session their children attended (92% Winter, 90% Spring), more of the Winter sample reported that they were very satisfied with that session (40% Winter, 25% Spring). (p=.005) It may be possible that the act of chosing the session influences a patron's level of satisfaction with the session.

Overall Summary of Patron Responses

On the majority of items, patrons responded positively concerning their experiences with the Extended-Day program. Patron responses indicated that the Extended-Day program does not tend to disrupt family schedules, day care, and extracurricular activities. Eighty-one percent of Extended-Day patrons indicate that their families are happy with the Extended-Day program and eighty percent of Extended-Day patrons perceive the overall quality of the Extended-Day program to be the same or better than the traditional schedule. Although a majority of Extended-Day patrons are positive about the program, approximately one-fourth to one-third of Extended-Day patrons expressed concerns about specific aspects of the program, i.e. size of specialty classes, teacher burnout, individual attention paid to student. Sixty-four percent of Extended-Day patrons gave the program an overall evaluation of positive or very positive, however, only forty-nine percent of Extended-Day patrons indicate the Extended-Day program as their choice for handling student growth in the State. Thirty-two percent of Extended-Day patrons preferred Year Round Education and eleven percent preferred raised taxes.

TEACHER EXPERIENCE ON EXTENDED-DAY

The evaluation team proposed two methods to assess teacher attitude toward and experiences with the Extended-Day program. The first method was to administer two questionnaires to all teachers in Extended-Day schools. The second was to employ an observation team to observe teaching methods and interview a sample of teachers in each school.

INSTRUMENTATION

Two questionnaires were administered to all Extended-Day teachers in the sample schools. The first questionnaire was the Maslach Burnout Inventory, Educators Survey (MBI). This standardized instrument has been used extensively in educational literature to study the phenomenon of burnout in educators and other members of "helping professions" and was chosen because of the tendency for educators and patrons to use the term "burnout" when expressing concern about teacher adaptation to alternative housing programs. Maslach describes burnout as a "syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment...as a response to the chronic emotional strain of dealing with other human beings." (Maslach, 1982) This instrument employs three subscales which together give a total score, providing a measure of the level of burnout which an educator may have reached. The three subscales are defined as: 1) emotional exhaustion, or the inability to deal with the normal stresses of work life; 2) depersonalization, or withdrawal from students and associates and lack of ability to perceive the humanness of others; and 3) a reduced sense of personal accomplishment, inability to see worth in one's own accomplishments, either past or present. High ratings on these three subscales indicate that the individual is presently in a state of burnout. High ratings on any given subscale may indicate an initial stage of burnout.

The second questionnaire was adapted from previous evaluations conducted in the State. It consisted of three sections: the first section specifically addressed stress and burnout issues identified in educational literature. These items had been refined and identified through factor analysis as those which related most closely to issues of stress and burnout for teachers, i.e. isolation, locus of control, feeling of being appreciated. The second dealt specifically with the teacher's experience with and attitude toward the Extended-Day program. The third section of the instrument asked the teacher to indicate the amount of stress they experienced in specific aspects of teaching, i.e. diagnosing student need, student discipline.

The steering committee provided guidance as to the format of the second questionnaire. All members of the committee felt that it was unfair to either alternative housing program to collect stress data without allowing for comparison with the traditional calendar. Teaching is considered by some researchers to be a stressful profession, and assuming all the stress experienced by an Extended-Day teacher is a result of the Extended-Day program is misleading. Originally, the committee requested that all items require the teacher to compare past experience on a traditional calendar with current experience on the Extended-Day Calendar. This procedure presupposed that the teacher could accurately recall previous experience, (some Extended-Day programs were four years old) and that the teacher had actually had traditional experience, and had not been a newer teacher, hired directly into the Extended-Day school. The committee agreed that the best comparison of teacher experience was to compare Extended-Day teachers with other teachers currently teaching in traditional schools. Each district representative guaranteed the researchers access to a random sample of traditional schedule teachers comparable in size to the staff of the sample school. The MBI, and sections one and three of the questionnaire were mailed to a random sample of traditional classroom teachers. Follow-up measures were taken to ensure an adequate return rate.

This section of the Statewide report will deal with the responses of Extended-Day teachers to the questionnaires. Significant differences between Extended-Day teachers, Year Round teachers, and traditional teachers are noted and discussed in Section Three of the report.

METHODOLOGY

During the Spring of the 1988-89 school year, visits were made by an observation team to all Extended-Day schools in the sample. At the time of the school visit, teachers were asked to complete two questionnaires. Because the Extended-Day program requires teachers to work long days, it was rarely possible to meet before or after school with all teachers to have them complete the questionnaires. On the morning of the team visit, a member of the observation team handed each teacher both questionnaires, gave a brief explanation, and set a time to pick up the questionnaires that afternoon. Approximately 215 Extended-Day teachers were surveyed.

Another member of the observation teams conducted an open ended interview with a sample of the school's teachers. These interviews focused on the teacher's perceptions of strengths and weaknesses of the program, changes made because of the program and anecdotal information concerning the experience of teachers on an Extended-Day program. Approximately seventy Extended-Day teachers were interviewed.

RESULTS OF THE QUESTIONNAIRES

Maslach Burnout Inventory

The Maslach Burnout Inventory was administered to 208 Extended-Day teachers. Of these teachers, only eight teachers, or four percent of those surveyed, were classified as reaching "burnout" as indicated by the MBI, rating high on all three subscales. Statewide, thirty-eight percent of the Extended-Day teachers rated high on the subscale "Emotional Exhaustion". Only thirteen percent of Extended-Day teachers rated high on the subscale "Depersonalization", and only twelve percent of Extended-Day teachers rated high on the subscale "Personal Accomplishment". Thus, only a very small percentage of Extended-Day teachers would be currently at risk for the construct referred to as "burnout". Approximately one-third of the Extended-Day teachers rated high in emotional exhaustion, which implies that they are feeling some loss of feeling and concern, loss of trust, which may or may not be a precursor of other burnout indicators. Continued monitoring of teachers on the program is essential. Comparison with traditional teachers will be made in SECTION III.

Attitude and Experience Questionnaire

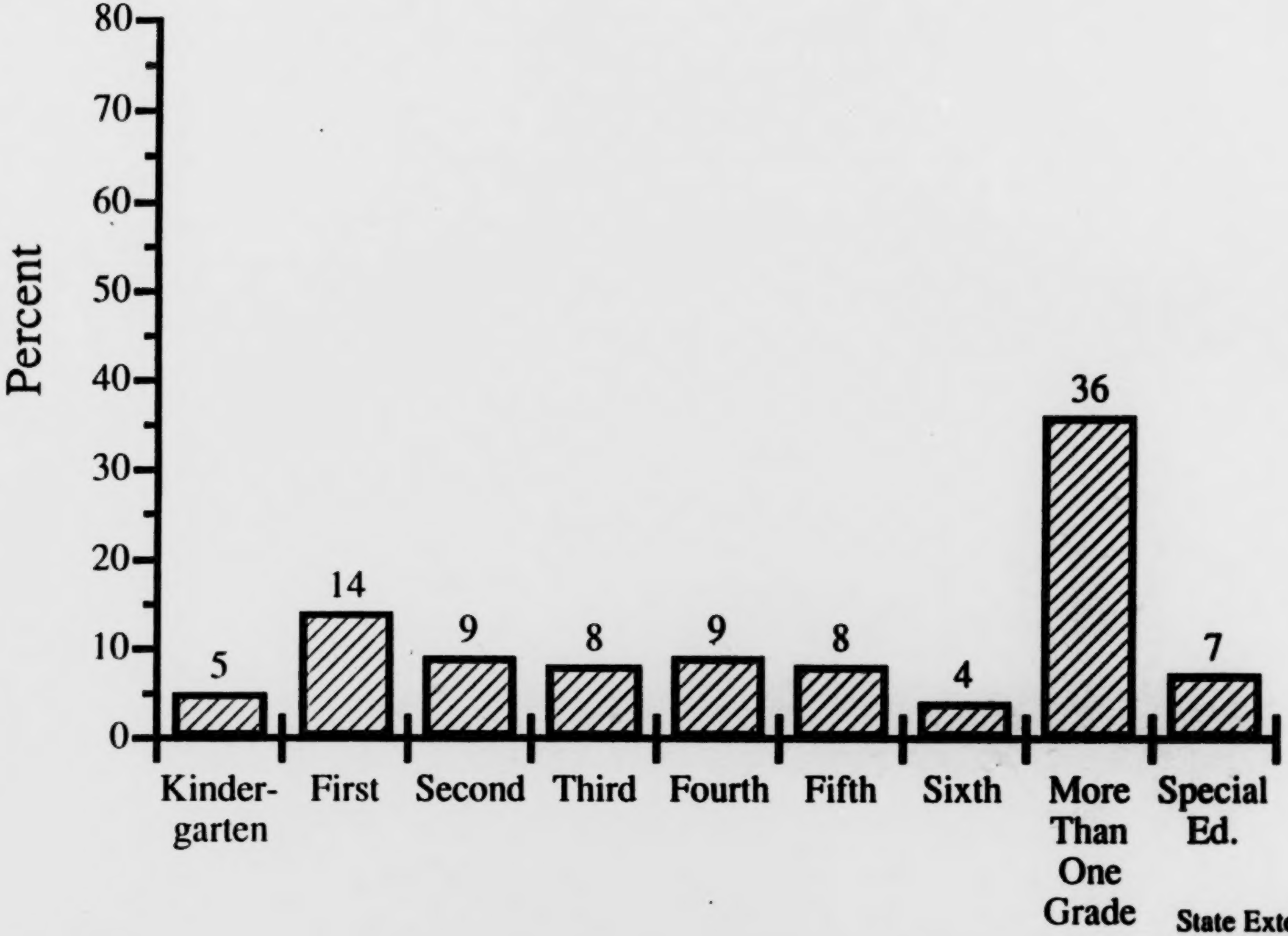
Characteristics of Extended-Day Teachers in the Sample Schools

Extended-Day teachers were asked how many years they had taught elementary school. Responses ranged from one year to thirty years. The mean number of years taught by Extended-Day teachers in the sample was 8.89. Ten percent of the sample had taught only one year. One-third of the Extended-Day teachers in the sample had taught five years or less.

Extended-Day teachers were asked how many years they had taught on an Extended-Day schedule. Seventeen percent of the Extended-Day teachers in the sample had taught one year on the Extended-Day schedule. Forty-eight percent of Extended-Day teachers in the sample had taught on an Extended-Day schedule for two years. Thirty percent of Extended-Day teachers in the sample had taught three years on an Extended-Day schedule. Two percent of the Extended-Day teachers in the sample had taught on an Extended-Day schedule four years. Two percent of the Extended-Day teachers in the sample were teaching on the Extended-Day schedule for their first year.

Extended-Day teachers were asked what grade they were teaching. Thirty-five percent of Extended-Day teachers were teaching more than one grade of students. Seven percent of the Extended-Day teachers in the sample were in resource or special education positions. Four percent of the Extended-Day teachers in the sample taught sixth grade. Eight percent of the Extended-Day teachers in the sample taught fifth grade. Nine percent taught fourth grade. Eight percent taught third grade. Nine percent taught second grade. Fourteen percent of Extended-Day teachers in the sample taught first grade and five percent taught

Q39. What grade(s) do you teach?



State Extended Day Teacher Survey

kindergarten.

Extended-Day teachers were asked what kind of employment contract they were employed under. About one-third (31%) were employed on traditional contracts. The majority (68%) of Extended-Day teachers in the sample were employed on contracts which were greater than the traditional contract, either figured on hours or days.

Stress and Burnout Related Experiences

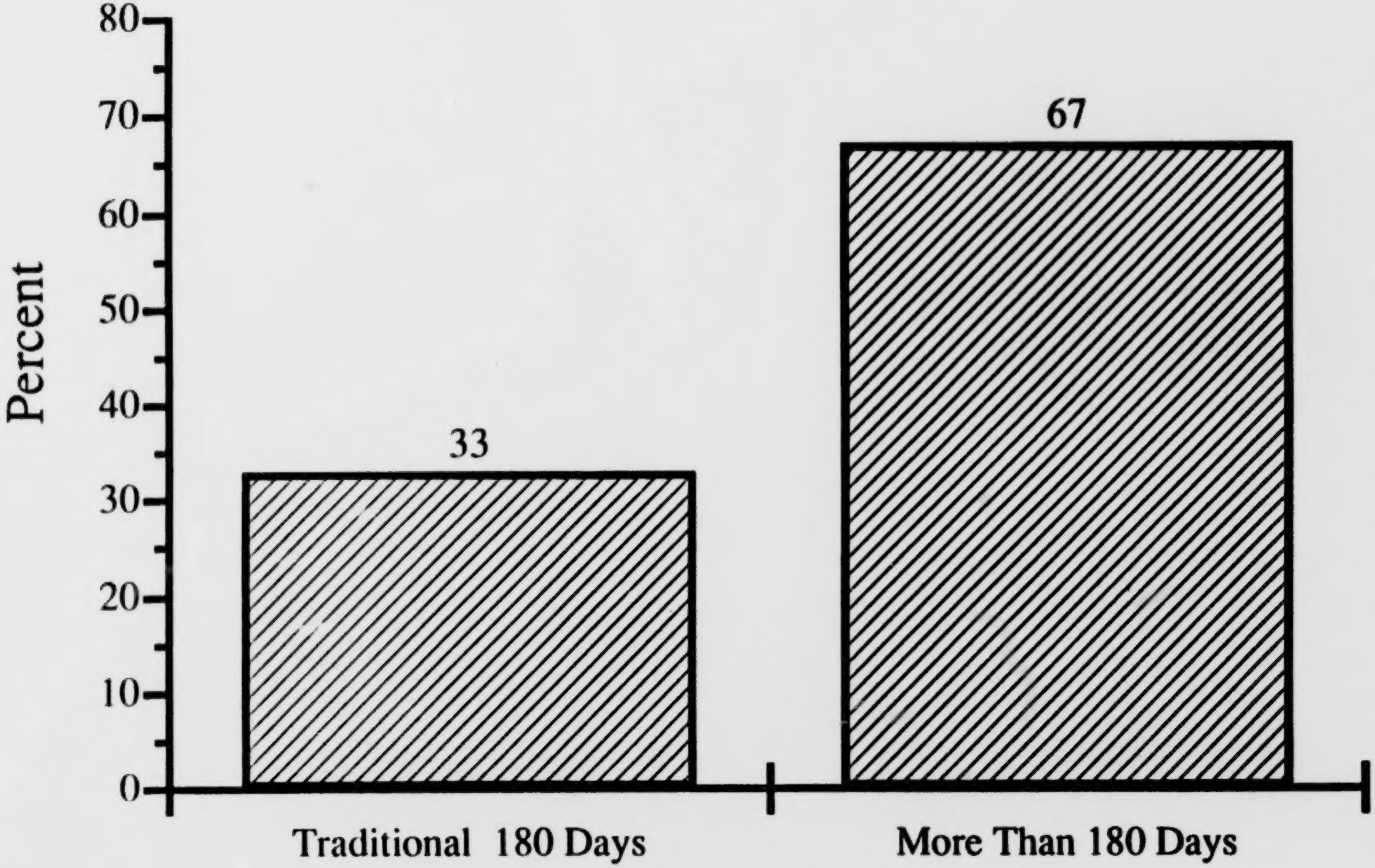
Teachers responded to a series of statements concerning their experiences in teaching which relate to teaching stress and/or burnout. They responded using a five point Likert scale of Strongly Disagree, Disagree, No opinion, Agree or Strongly Disagree. The items were not identified as stress items on the questionnaire.

Because lack of job satisfaction has been identified as a factor relating to burnout, teachers were asked to respond to the statement, "Teaching is a very satisfying career." Eighty-eight percent of Extended-Day agreed that teaching is a very satisfying career. Eleven percent of Extended-Day teachers disagreed, indicating that teaching is not a very satisfying career.

The inability to control factors in one's work environment has also been related to burnout (Freedman, et al, 1982). Teachers were asked if they felt that they had control over the teaching methods and curriculum in their classroom. Eighty-seven percent of Extended-Day teachers indicated that they felt they have control over the teaching methods and curriculum in their classrooms. Eleven percent of Extended-Day teachers responded that they do not feel that they have control.

Burnout has been considered a function of "feeling inconsequential, feeling no matter how hard one works, the payoffs in terms of accomplishment, recognition, or appreciation are not there." (Farber, 1984) Teachers responded to a series of items concerning their feelings about recognition of their efforts, their ability to impact lives, and their ability to accomplish what is expected of them.

Q40. What kind of employment contract do you have?



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Q1. Teaching is a very satisfying career.

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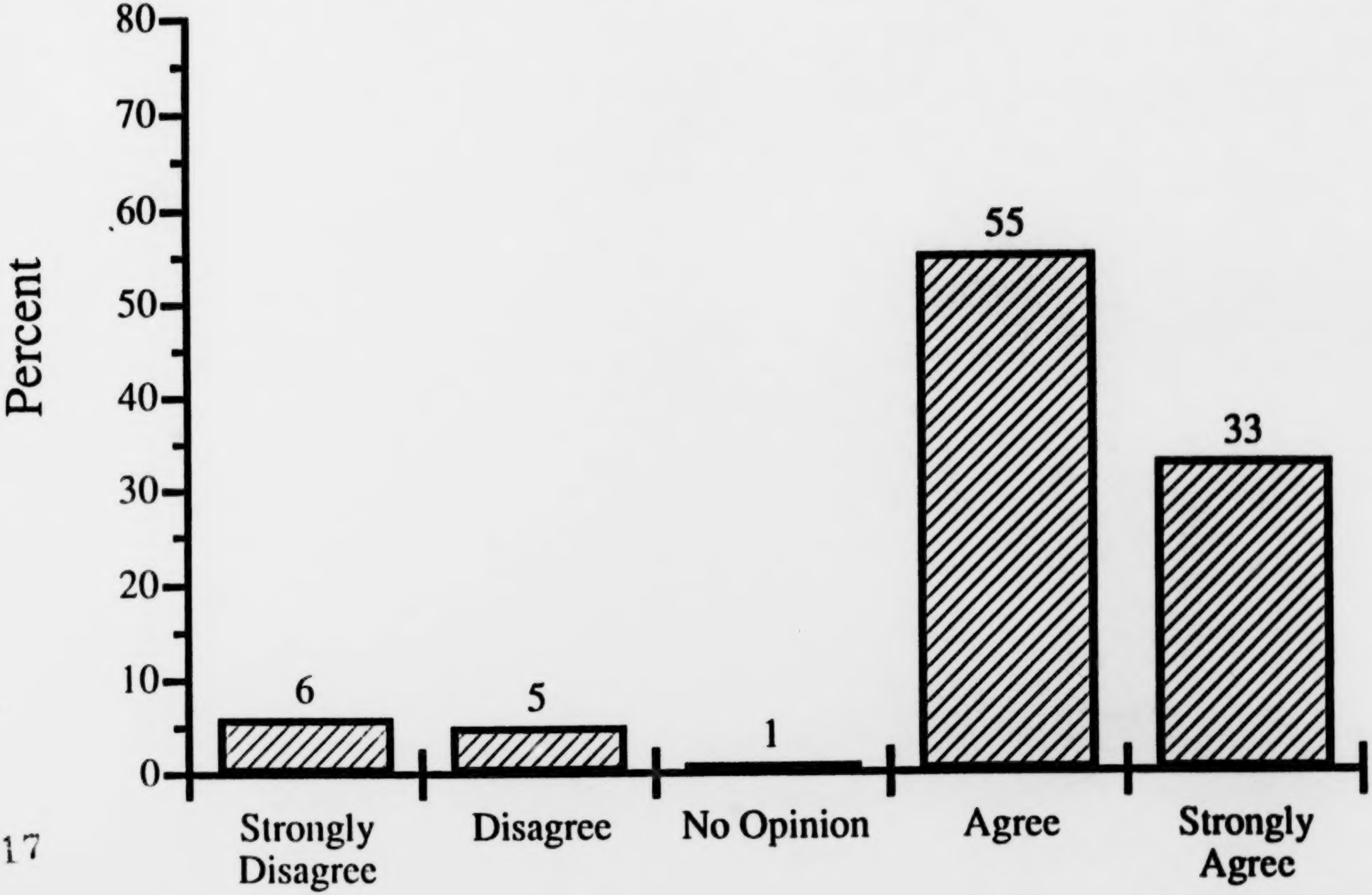
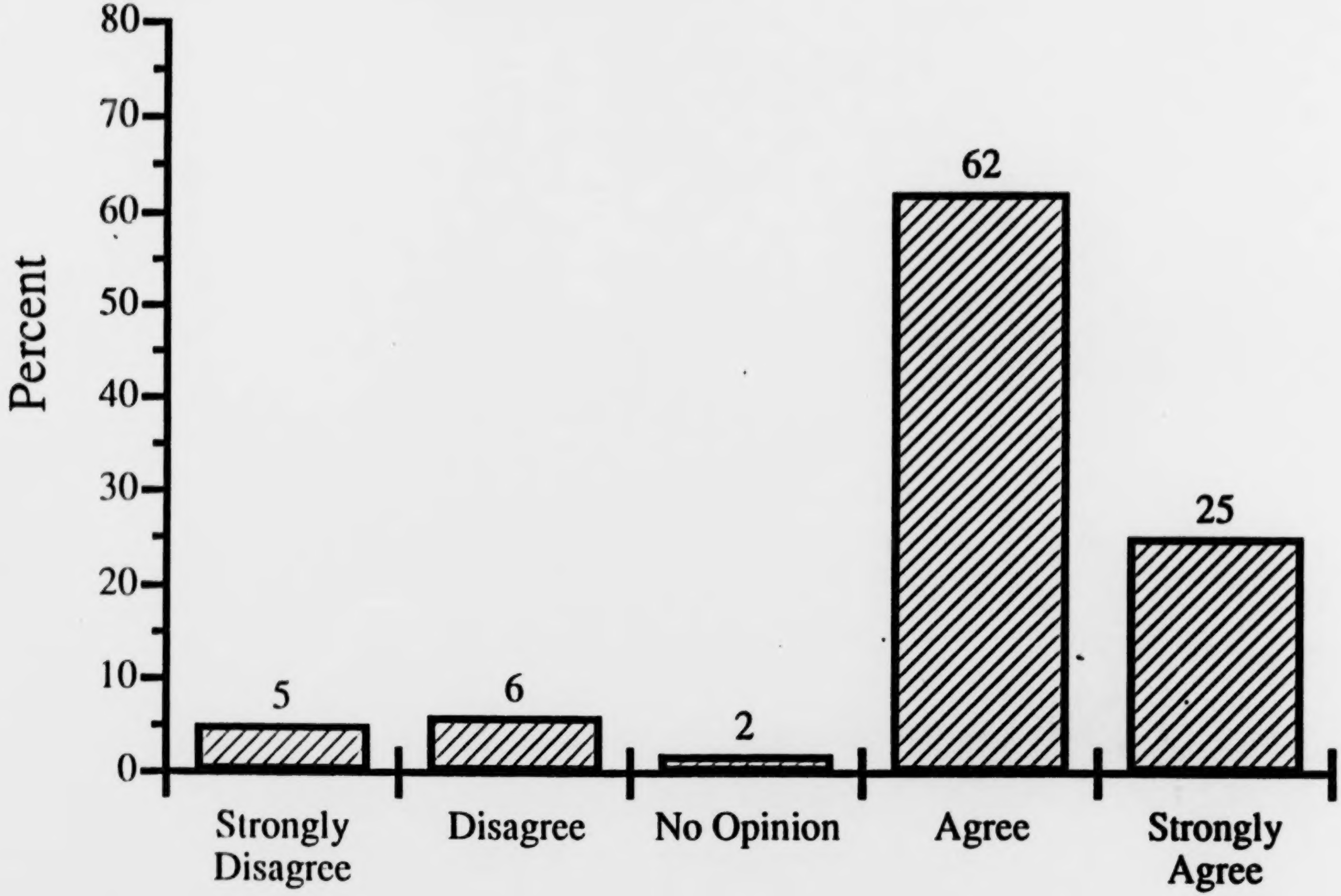


State Extended Day Teacher Survey

Q2. I feel that I have control over the teaching methods and curriculum in my classroom.



State Extended Day Teacher Survey

When asked if they feel that they make a difference in the lives of their students, ninety-four percent of Extended-Day teachers reported that they do feel they make a difference. Four percent of Extended-Day teachers disagreed, indicating that they do not feel that they make a difference in the lives of their students.

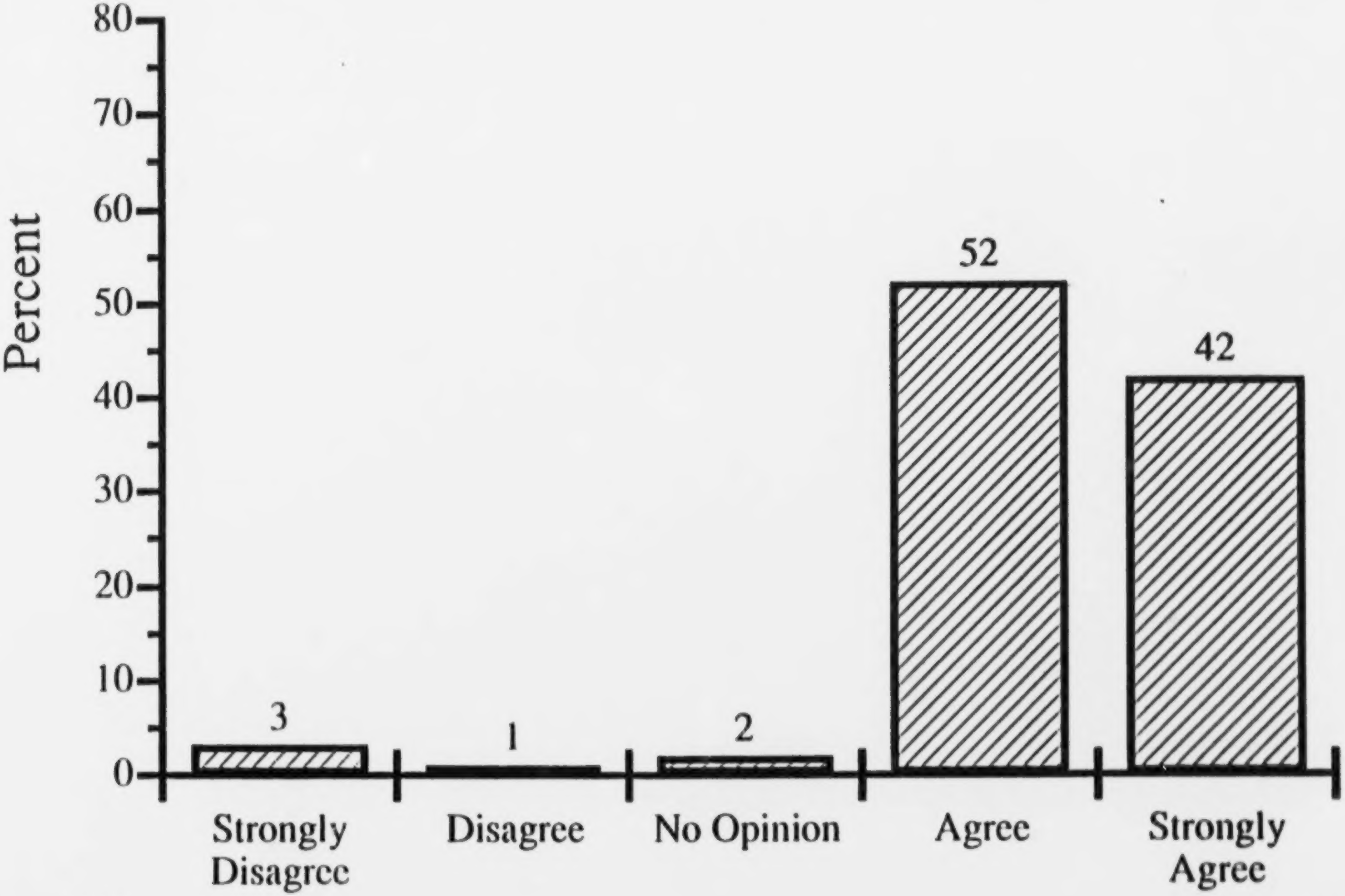
Teachers were asked to respond to the statement, "I feel that I am expected to accomplish more with my students than it is possible to accomplish." Fifty percent of Extended-Day teachers disagreed with this statement, indicating that they do not feel that they are expected to accomplish more with their students than is possible. However, thirty-eight percent of Extended-Day teachers agreed with the statement, indicating that they do feel that they are expected to accomplish more with their students than is possible.

Do teachers view the educational goals set by the district administration as realistic. Seventy-six percent of Extended-Day teachers indicated that the educational goals established by the district administration are realistic. Fifteen percent of Extended-Day teachers responded that they are not realistic. Nine percent of Extended-Day teachers had no opinion about the educational goals set by the district administration.

Seventy-four percent of Extended-Day teachers indicated that their principals let them know when the he/she feels they have done a good job. Twenty-two percent of Extended-Day teachers responded that their principals do not let them know when they have done a good job.

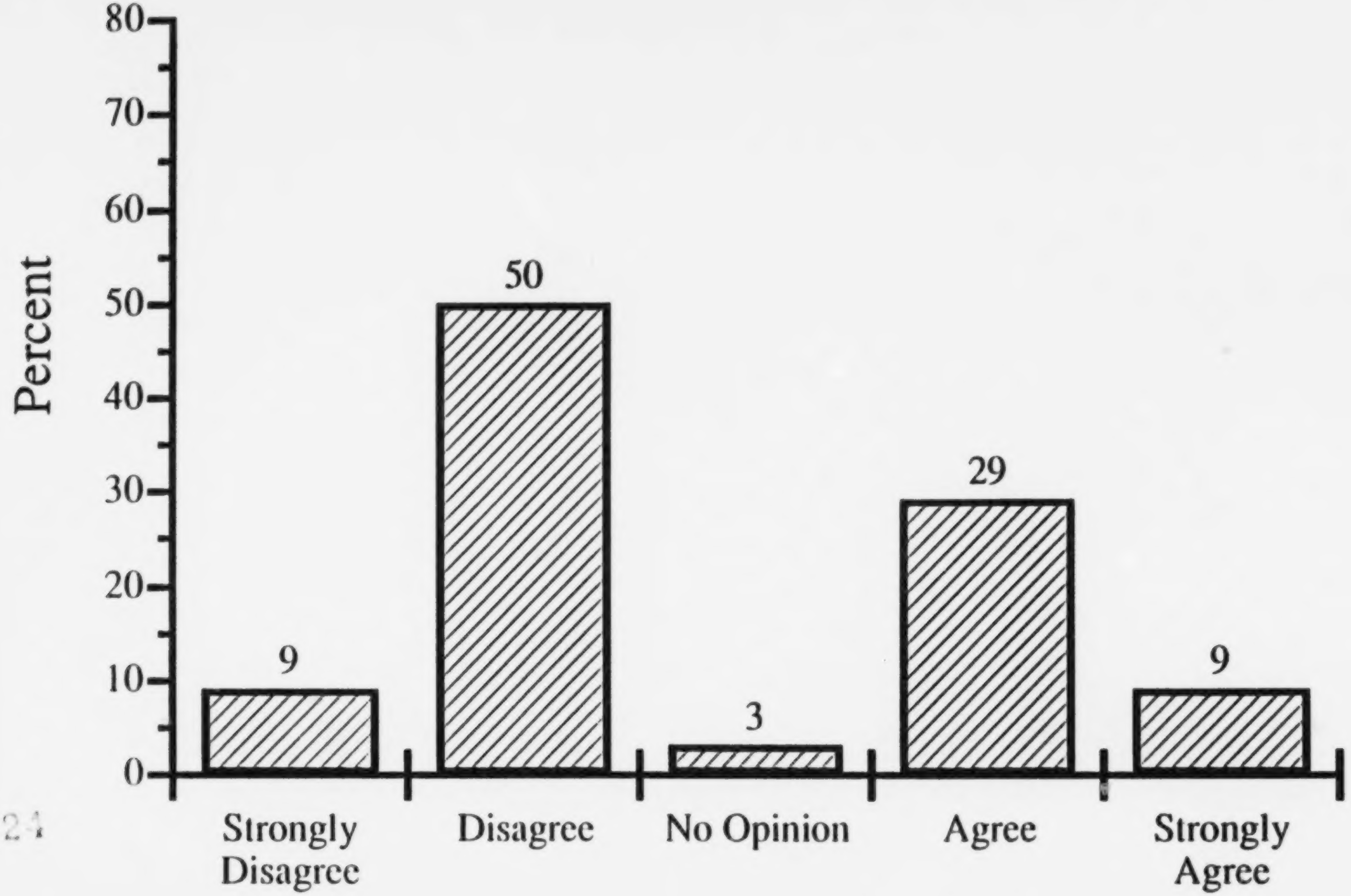
Because the Extended-Day schedule changes the way in which teachers work together by readjusting schedules and teaching assignments, isolation and changing socialization patterns are of a concern. Isolation from other adults, both for emotional support and intellectual stimulation, is considered to be another factor contributing to burnout. (Hock, 1981) Teachers were asked if working with other teachers in their school is difficult. Ninety percent of Extended-Day teachers responded that working

Q3. I feel that, as a teacher, I make a difference in the lives of my students.

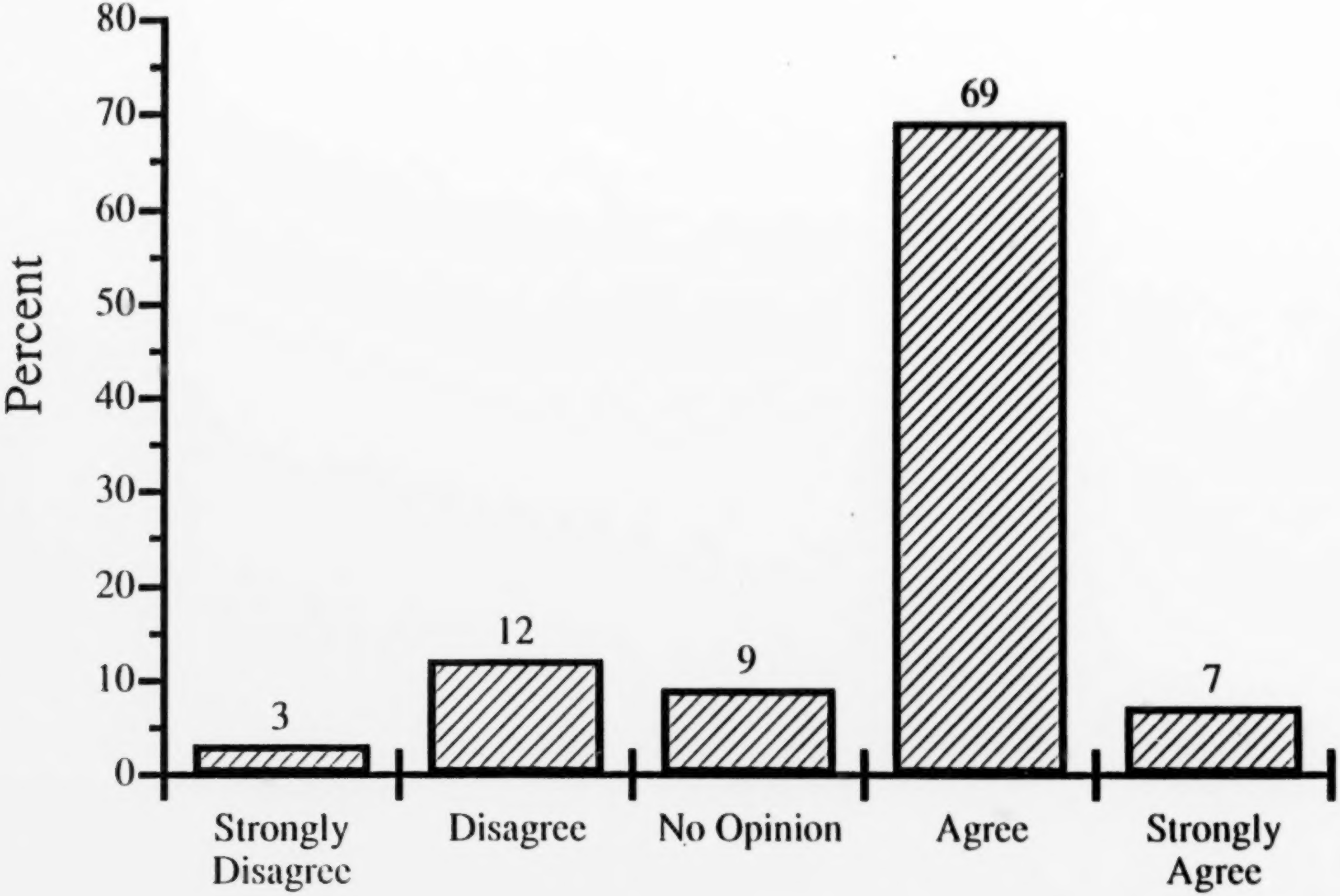


State Extended Day
Teacher Survey

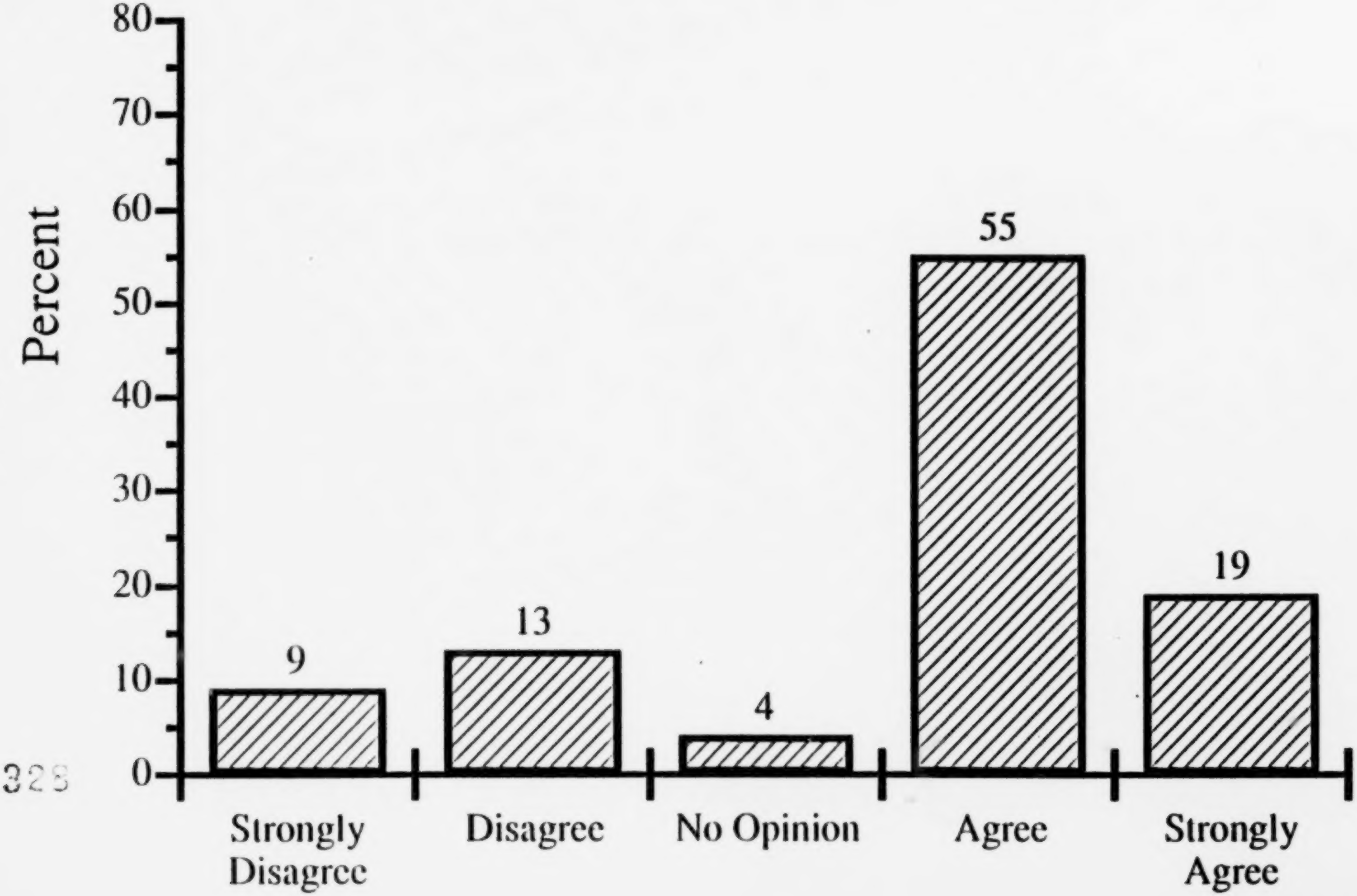
Q6. I feel that I am expected to accomplish more with my students than it is possible to accomplish.



Q7. The educational goals established by the district administration are realistic.



Q8. My principal lets me know when he/she feels that I have done a good job.



State Extended Day
Teacher Survey

with other teachers in their school was not difficult. Only seven percent of Extended-Day teachers indicated that they found working with other teachers in their school difficult.

With respect to feelings of isolation, seventy-three percent of Extended-Day teachers reported that they do not feel isolated from other teachers in their school. However, twenty-four percent of Extended-Day teachers indicated that they do feel isolated.

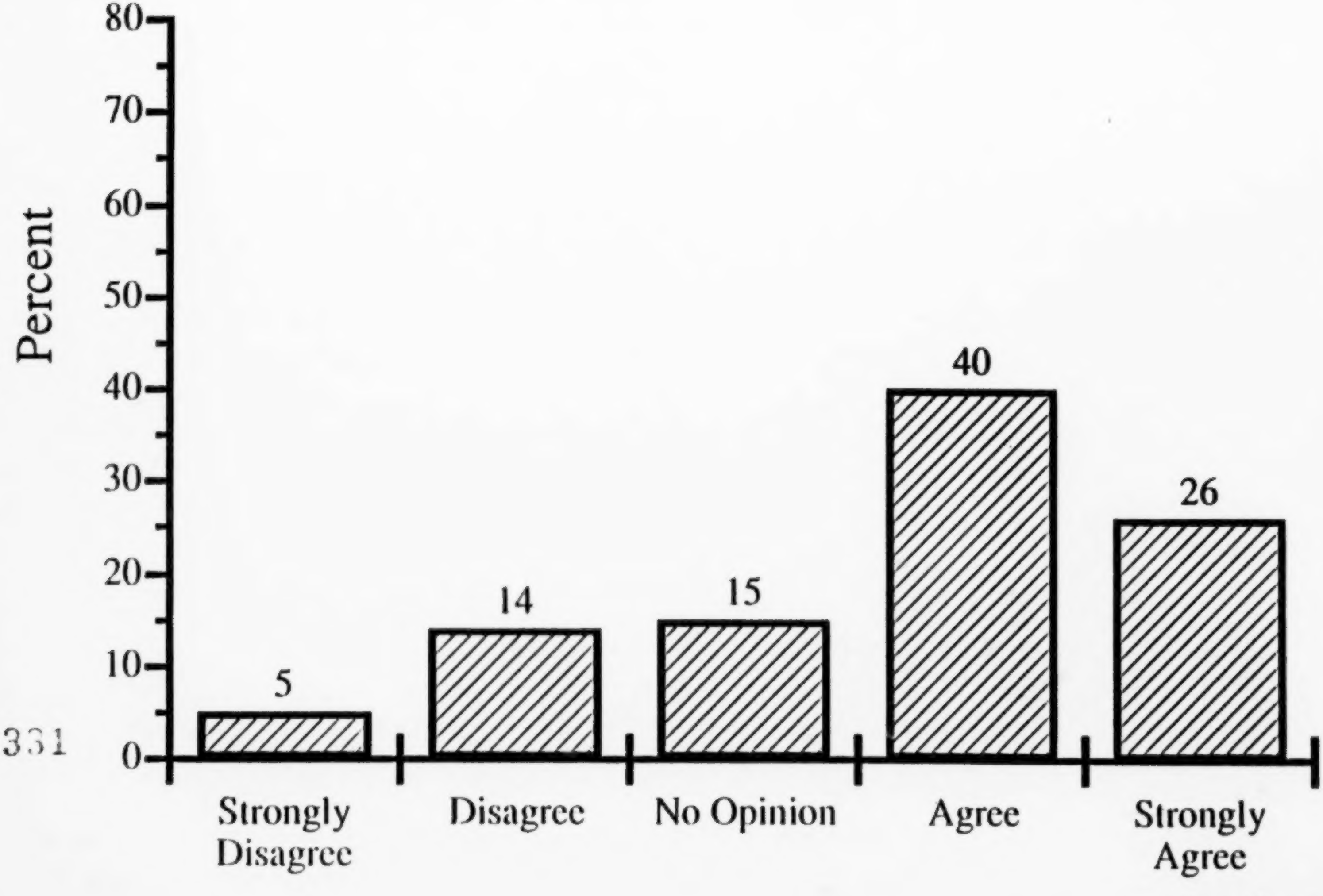
Summary of Stress Related Items: On items which strictly relate to factors which have been identified as contributing to stress and burnout, the majority of Extended-Day teachers responded in ways that indicated they did not experience problems which might contribute to stress and burnout. The majority indicated that they felt they made an difference in their students' lives, they have control over their teaching methods, and are appreciated. There may be problems in the future for the thirty-eight percent of Extended-Day teachers who feel that they are expected to accomplish more than is possible, the twenty-two percent of Extended-Day teachers whose principals do not let them know when they have done a good job and the twenty-four percent of Extended-Day teachers who feel isolated from other teachers.

Experience with Extended-Day. Extended-Day teachers were asked a series of questions concerning their experience with the Extended-Day program.

Teachers were asked if changing the school schedule has encouraged more educational improvement in the school. Sixty-six percent of Extended-Day teachers agreed that changing the school schedule has encouraged more educational improvement. Nineteen percent of Extended-Day teachers indicated that changing the school schedule has not encouraged more educational improvement. Fifteen percent of Extended-Day teachers expressed no opinion on this issue.

Is more district support needed to make the transition to alternative schedules like Extended-Day successful? Forty-two percent of Extended-Day teachers feel it is. Twenty-seven percent of Extended-Day teachers disagreed, indicating that in their

Q9. Changing the school schedule has encouraged more educational improvement in our school.



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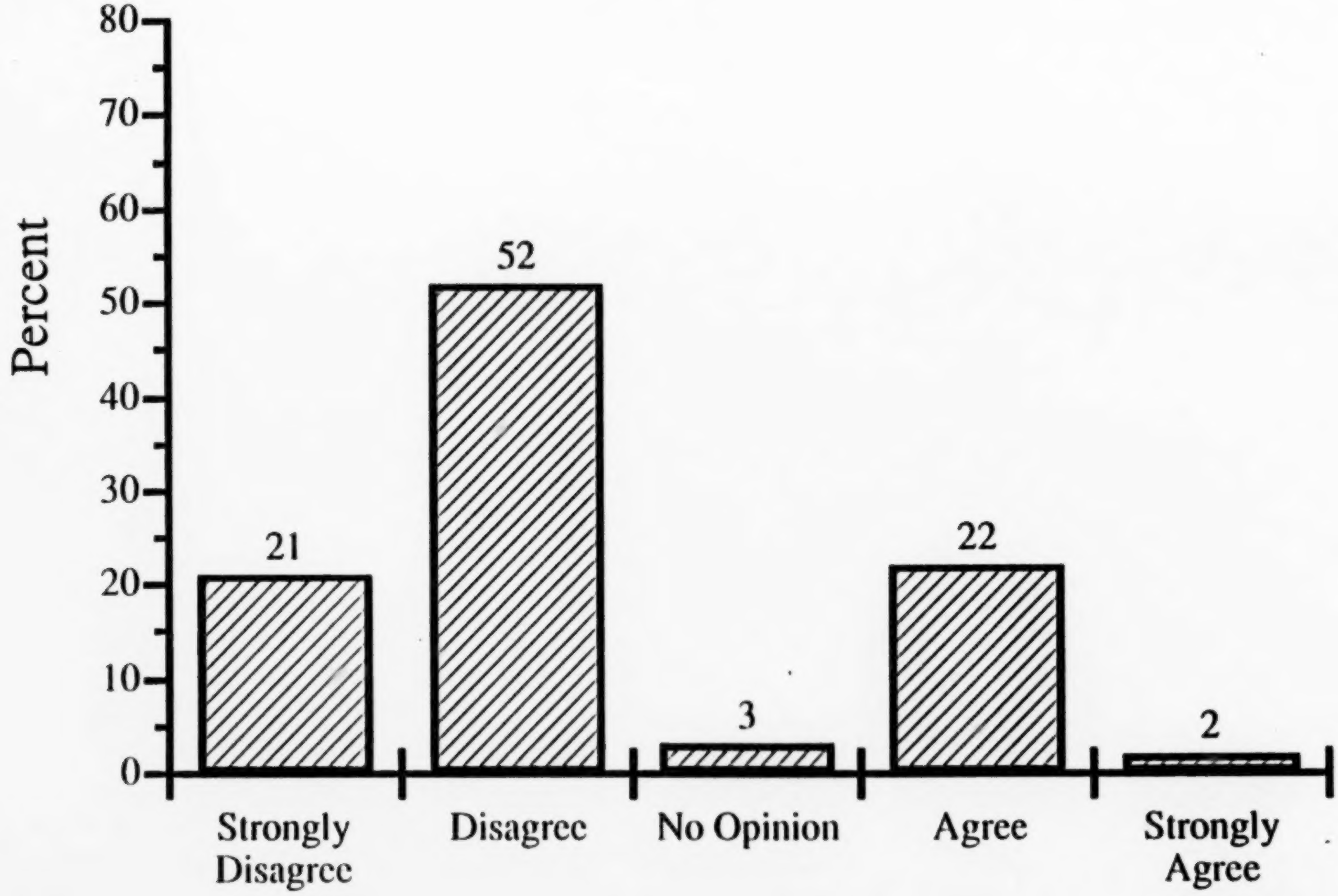
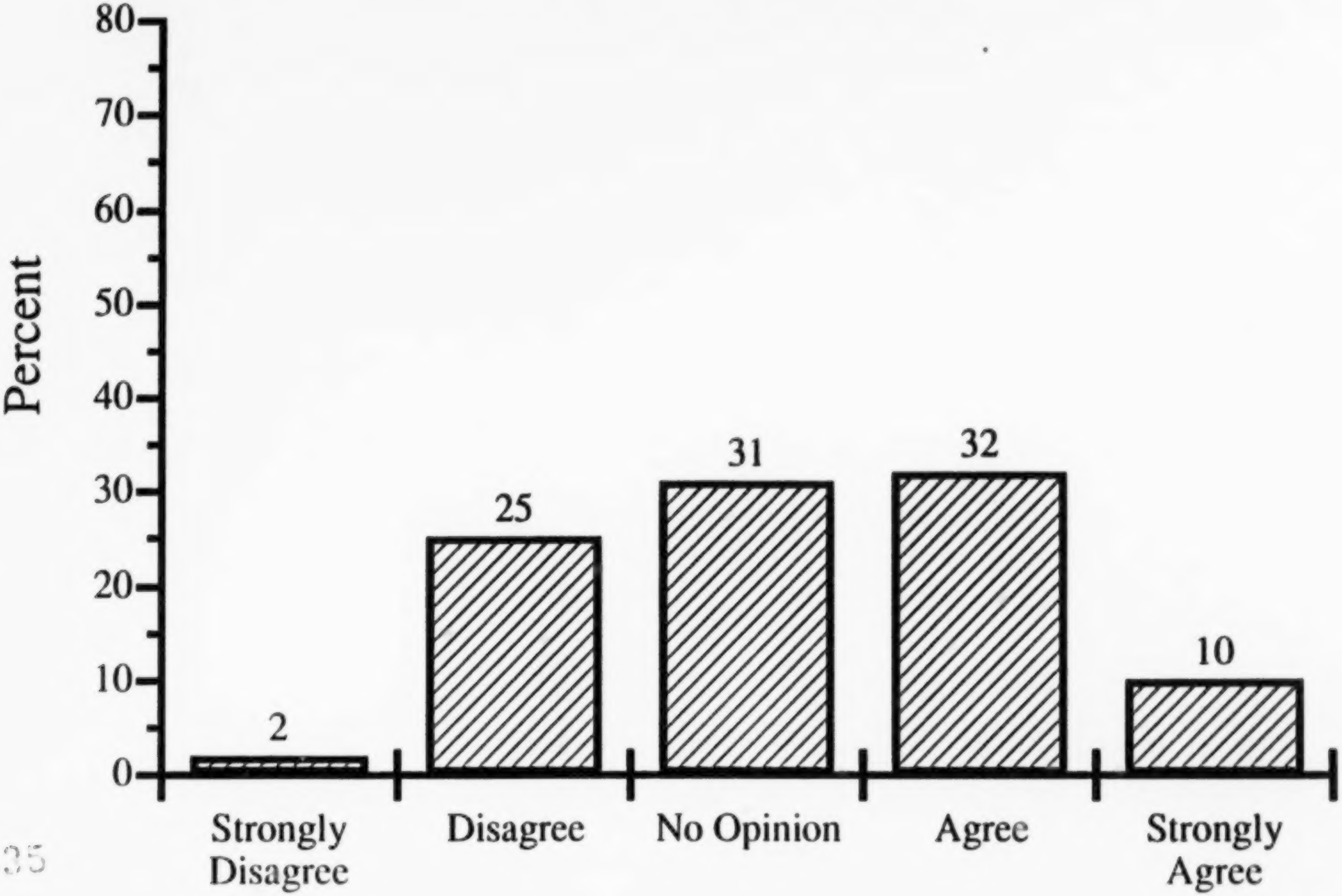
Teacher Survey

Q5. I feel isolated from other teachers in my school.



Q10. More district support is needed to make the transition to alternative schedules like Extended-Day successful.



State Extended Day
Teacher Survey

opinion more district support is not needed to make the transition to alternative programs successful. About one third of the teachers (31%) expressed no opinion on this item.

Are relationships with parents more difficult on the Extended-Day schedule? Forty-one percent of Extended-Day teachers agreed that they are. About the same number (49%) felt that relationships with parents are not more difficult on the Extended-Day schedule. Eleven percent of Extended-Day teachers expressed no opinion.

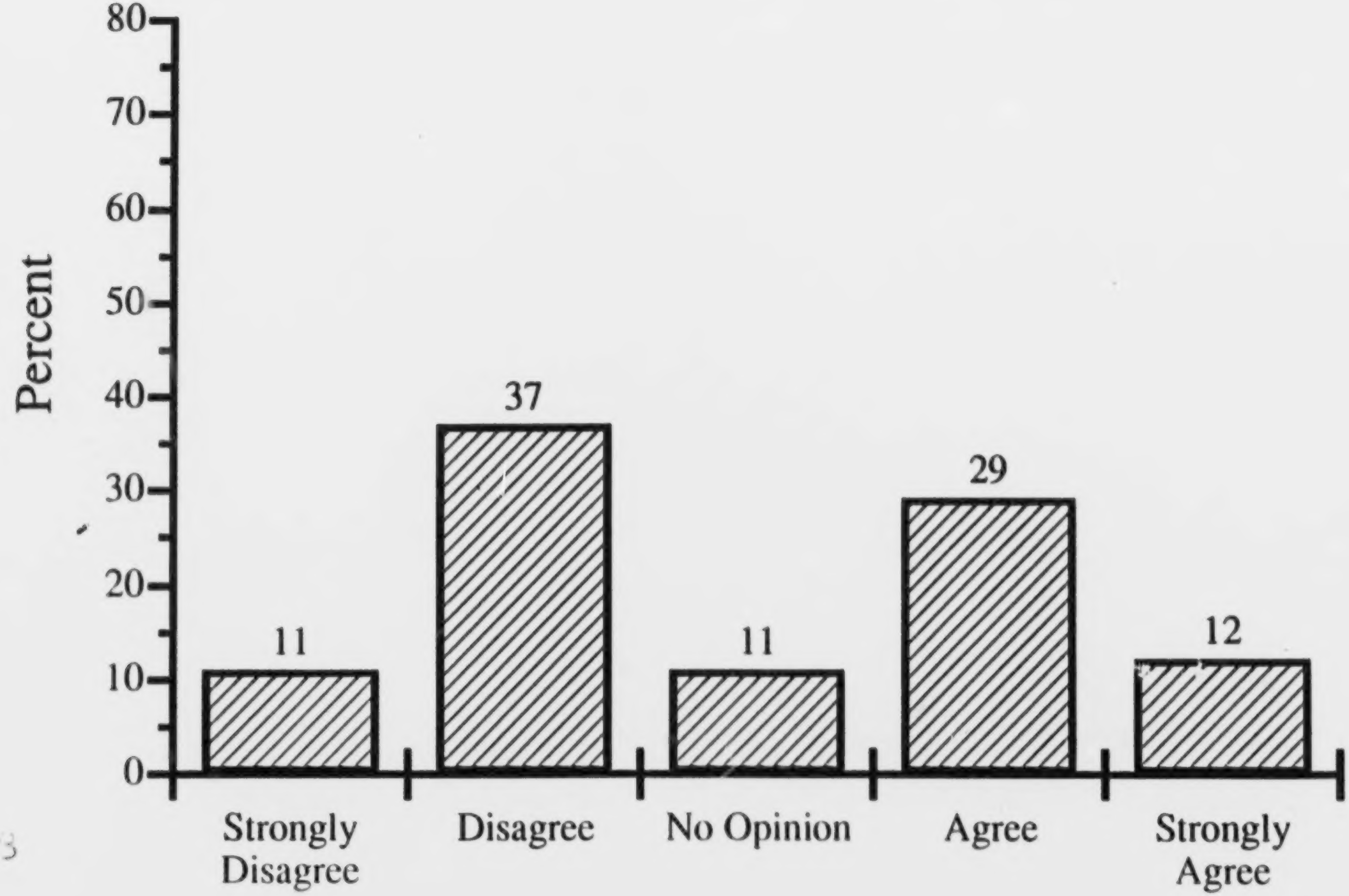
Teachers were asked if they perceive students to have a more positive attitude about school on the Extended-Day schedule. Forty-nine percent of Extended-Day teachers responded that they feel students do have a more positive attitude about school on the Extended-Day schedule. Twenty-two percent feel students do not. Twenty-nine percent of expressed no opinion on this item.

When asked about discipline problems with students on the Extended-Day schedule, sixty-five percent of Extended-Day teachers reported that there were not fewer discipline problems on the Extended-Day schedule. Sixteen percent of teachers indicated that there were fewer discipline problems on the Extended-Day schedule. Nineteen percent of Extended-Day teachers expressed no opinion on this item.

Teachers responded to the statement, "Students seem to learn more on the Extended-Day schedule." Sixty-five percent of Extended-Day teachers agreed with the statement. Twenty percent responded that students did not seem to learn more on the Extended-Day schedule. Fifteen percent of Extended-Day teachers expressed no opinion. Four times as many teachers on extended contracts agreed that their students were learning more than disagreed (71% agree, 17% disagree). Less than two times as many teachers on traditional contracts agreed that students learn more on Extended-Day than disagreed (50% agreed, 27% disagreed).
(p=.003)

Teachers were asked if the Extended-Day schedule increases teacher professionalism. Fifty-four percent of Extended-Day teachers agreed that it does. Twenty-six percent of Extended-Day

Q11. I feel that relationships with parents are more difficult on the Extended-Day schedule.



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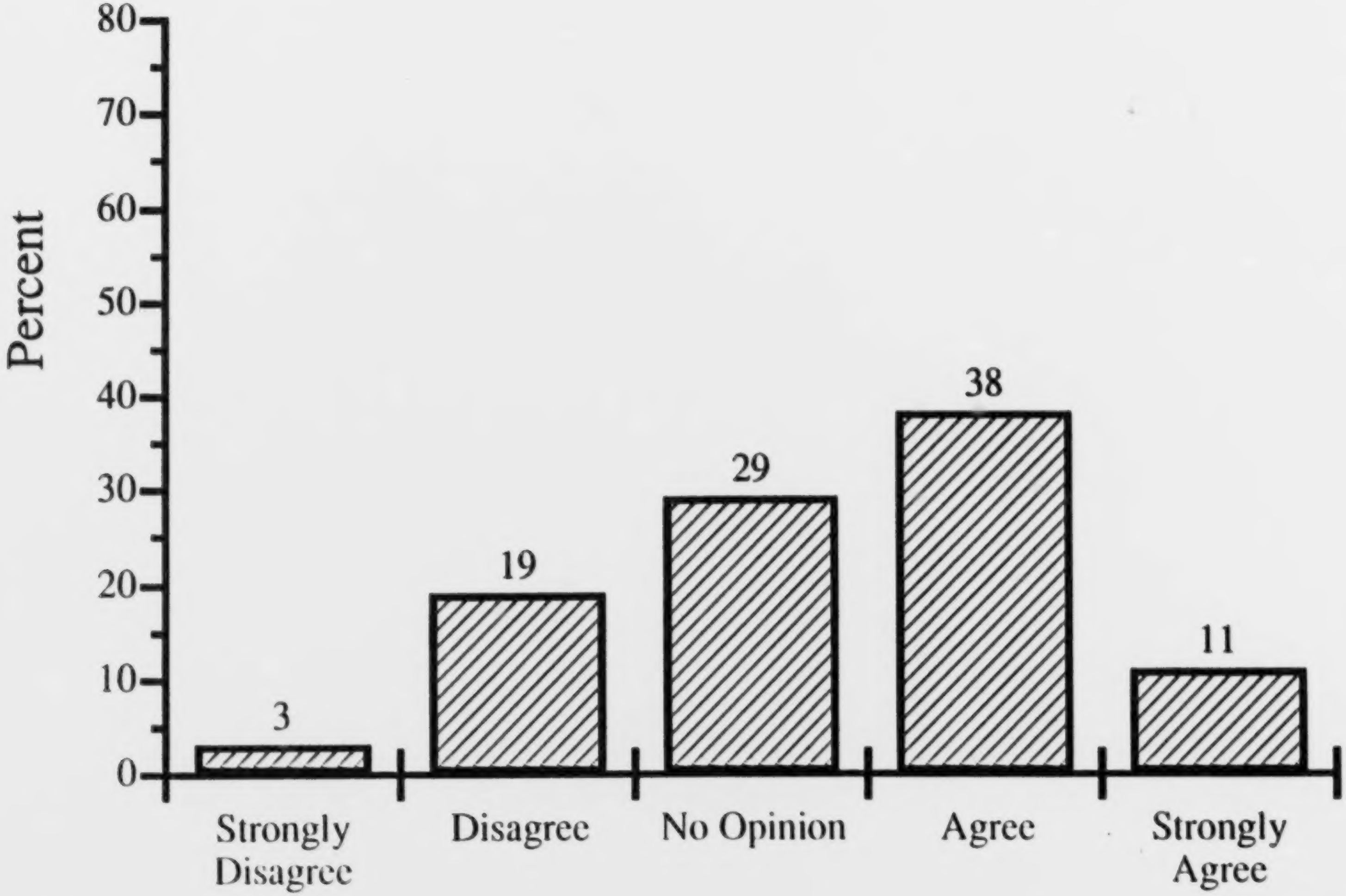
Q12. Students have a more positive attitude about school on the Extended-Day schedule.



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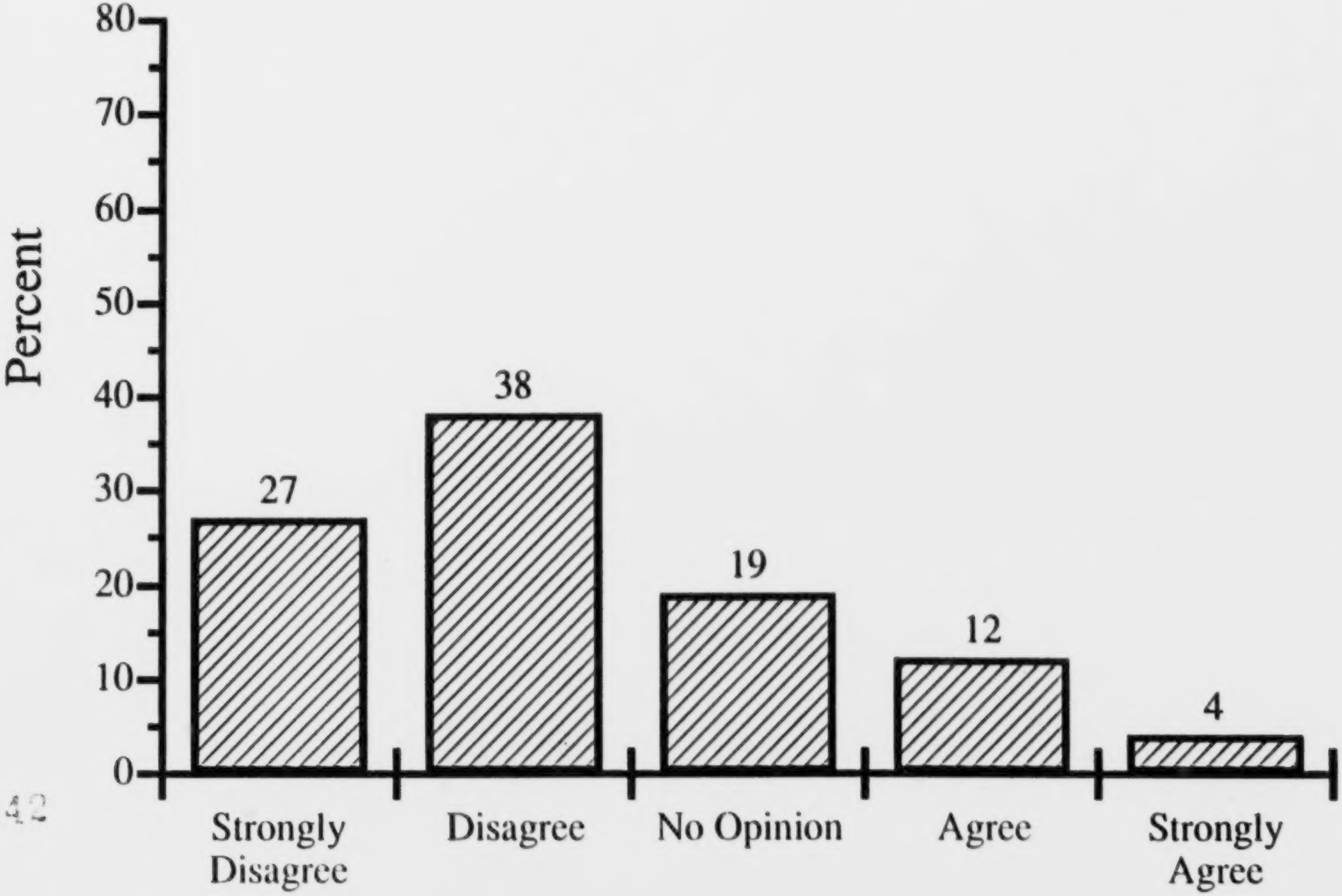
State Extended Day
Teacher Survey

Q13. There are fewer discipline problems with students on the Extended-Day schedule.



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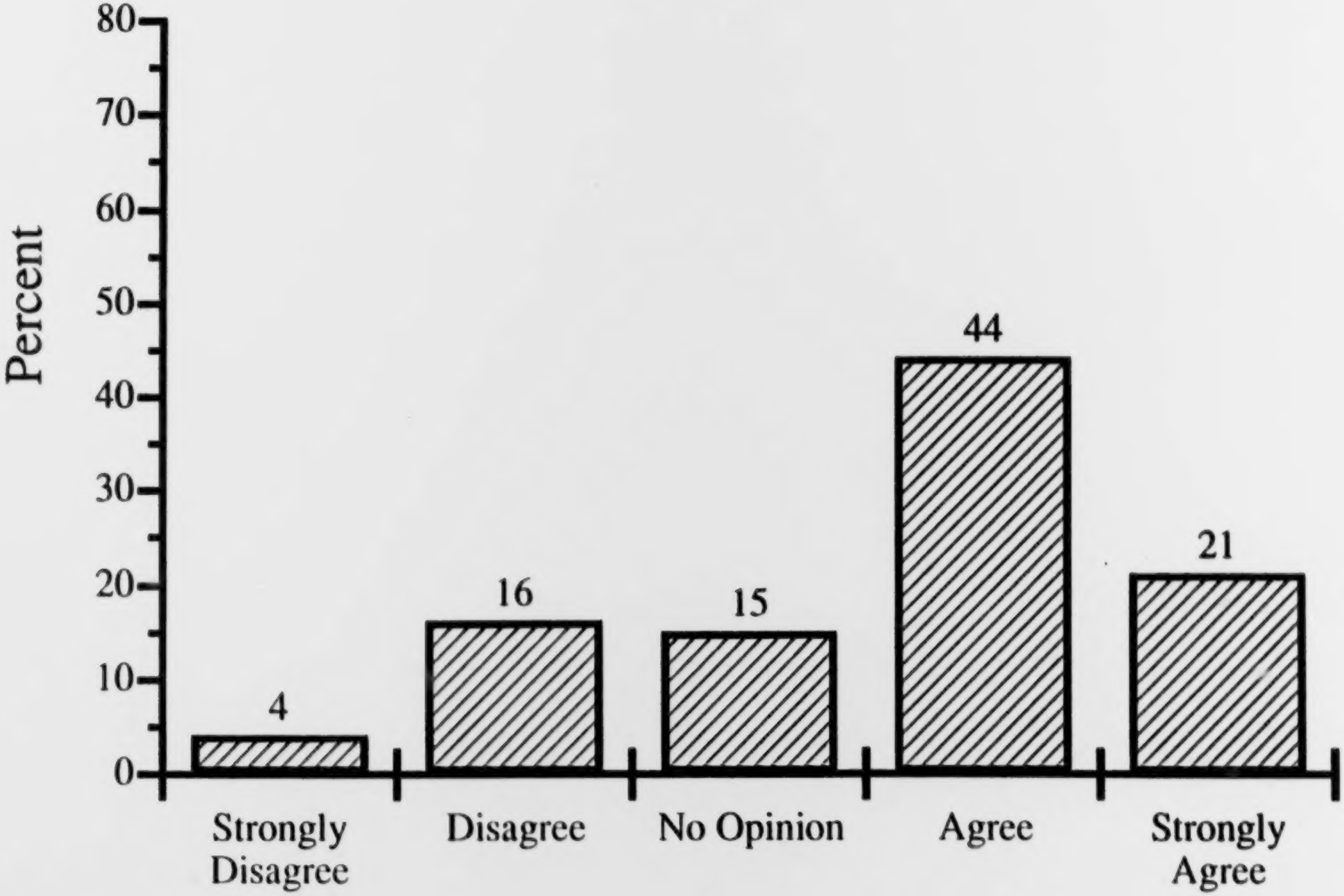
State Extended Day
Teacher Survey

Q14. Students seem to learn more on the Extended-Day schedule.



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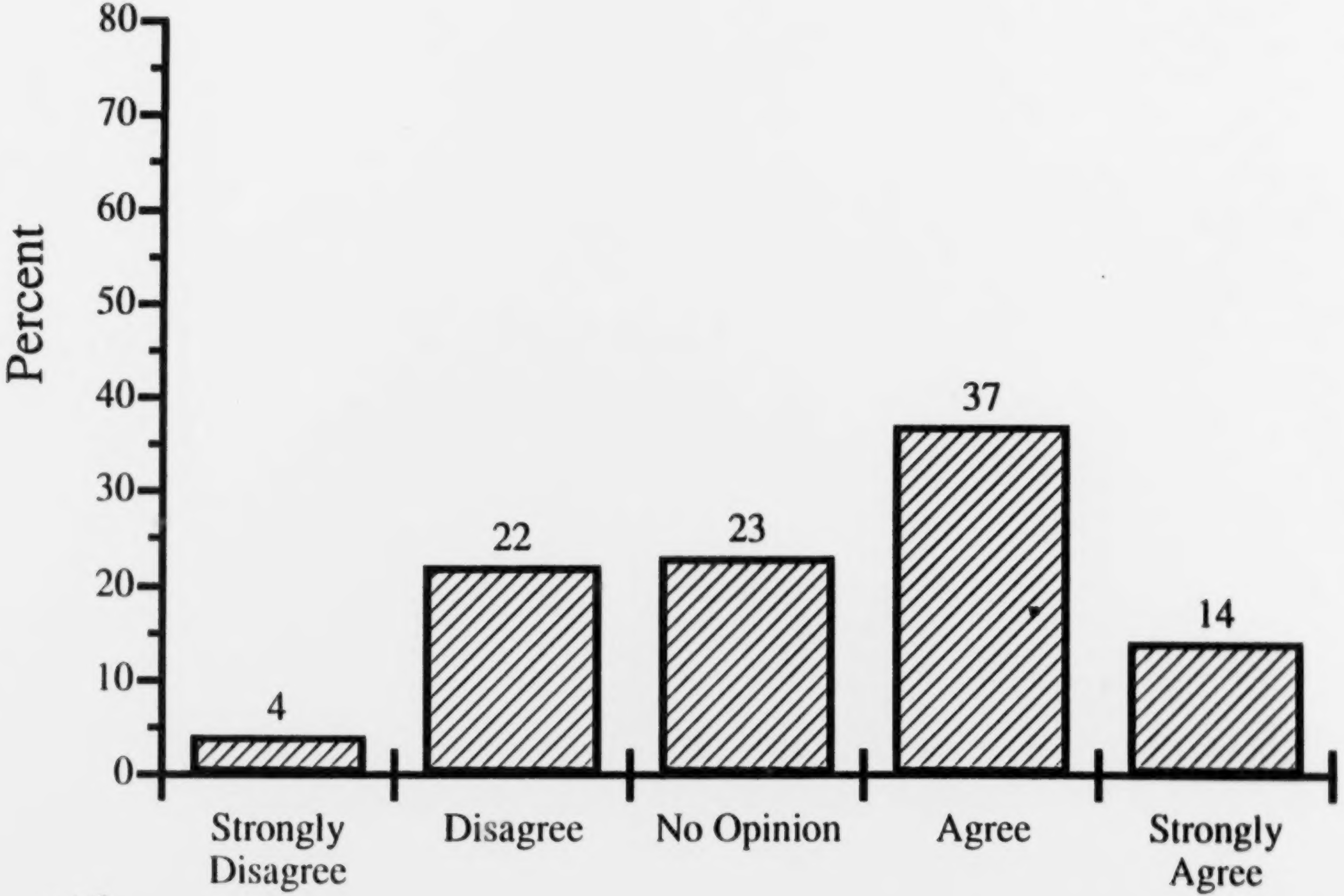
teachers responded that it does not. Twenty-three percent of Extended-Day teachers had no opinion on this item. There were significant differences on this item between teachers on traditional and extended contracts and also between core and specialty teachers. More of the teachers on extended contracts than those on traditional contracts responded that the Extended-Day program increases teachers professionalism (37% traditional, 68% extended). (p=.002) Also, more specialty teachers (66%) and teachers who taught both core and specialty (53%) felt that the Extended-Day program increased professionalism than did core teachers (40%). More than two times as many core teachers disagreed with this item than specialty teachers (34% core, 14% specialty). (p=.03) It seem apparent that feelings of professionalism are greater for those who are specializing and/or receiving additional pay.

Do teachers feel that adopting the Extended-Day schedule has benefitted students? Sixty-eight percent of Extended-Day teachers indicated that adopting the Extended-Day schedule has benefitted students. Eighteen percent indicated it has not. Fourteen percent of Extended-Day teachers had no opinion on this item. Specialty teachers apparently see more benefit to students than core teachers. Eighty-five percent of specialty teachers reported that students benefitted from the program, compared to fifty-nine percent of core teachers. Seventy percent of teachers who taught both core and specialty reported that the Extended-Day program benefitted students. (p=.04)

When teachers were asked if they felt that they were able to meet the needs of the students in their classes on the Extended-Day schedule, sixty-eight percent reported they felt they were. However, twenty-one percent of Extended-Day teachers responded that they did not feel that they were able to meet the needs of students in their classes on the Extended-Day schedule. Eleven percent of Extended-Day teachers expressed no opinion on this item. More teachers on extended contracts felt that they were able to meet student need than teachers on traditional contracts (56% traditional, 73% extended). (p=.000)

Q15. The Extended-Day schedule increases teacher professionalism.



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Teacher Survey

Q16. Adopting the Extended Day schedule has benefitted students.

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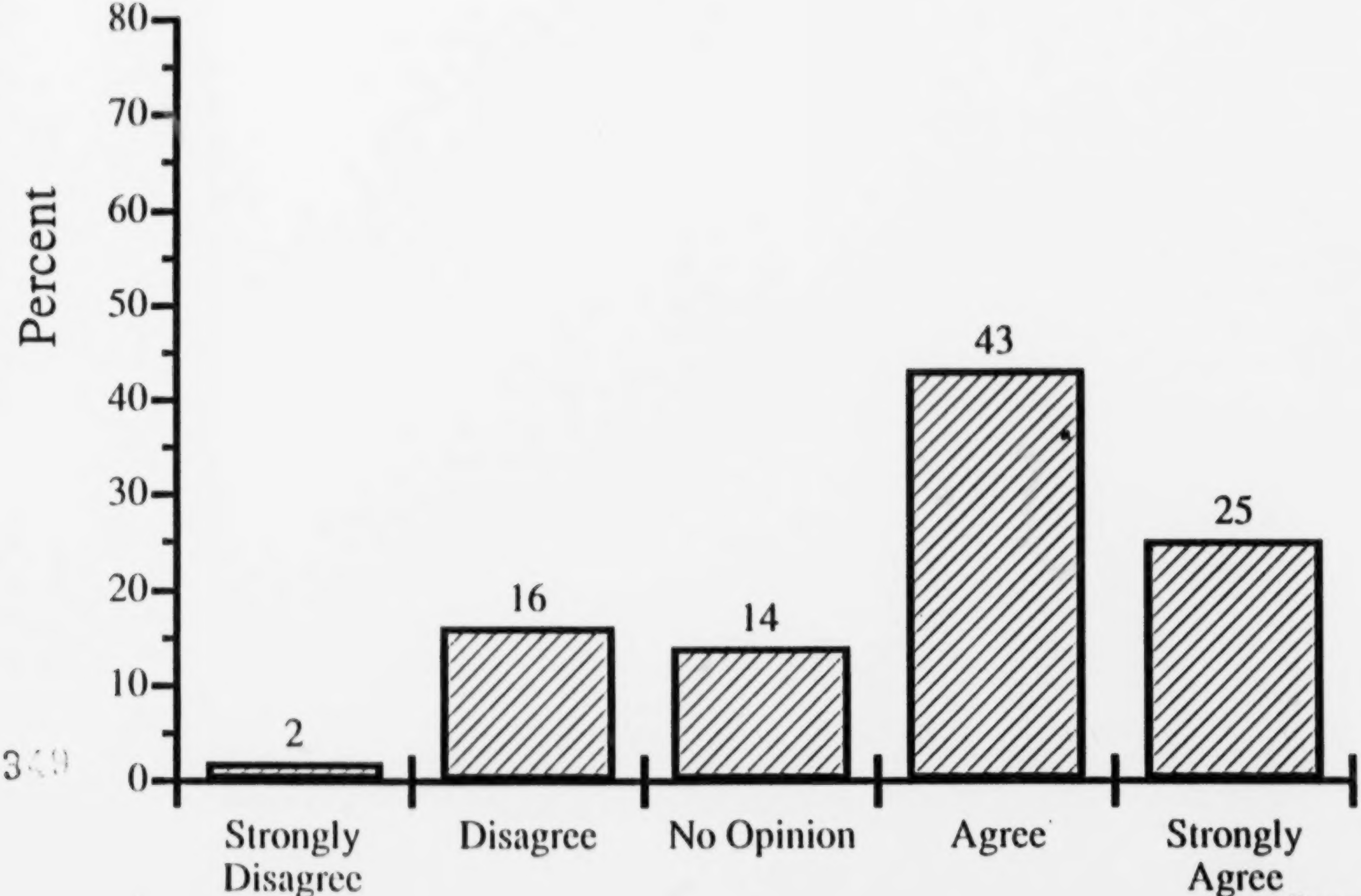
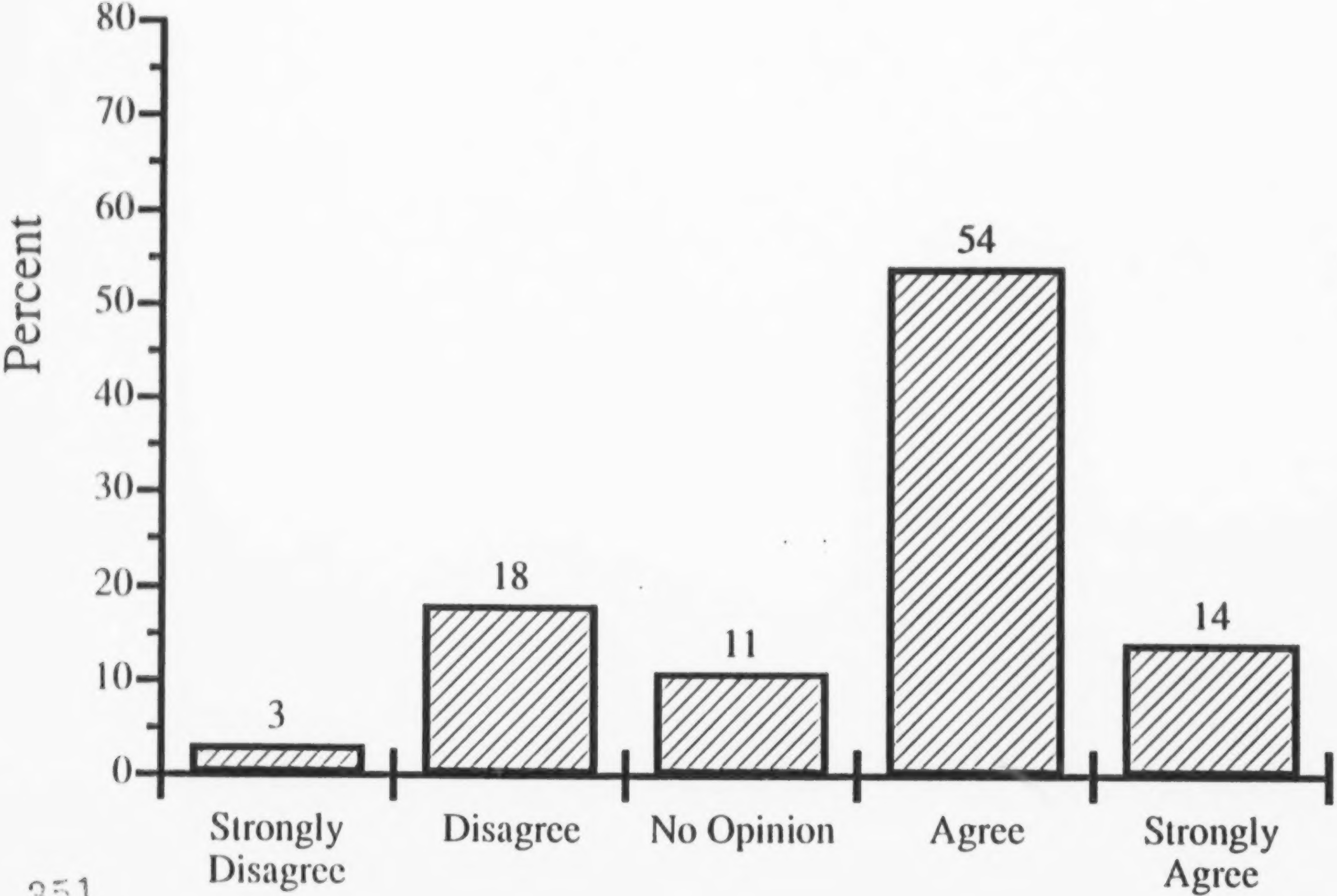


State Extended Day
Teacher Survey

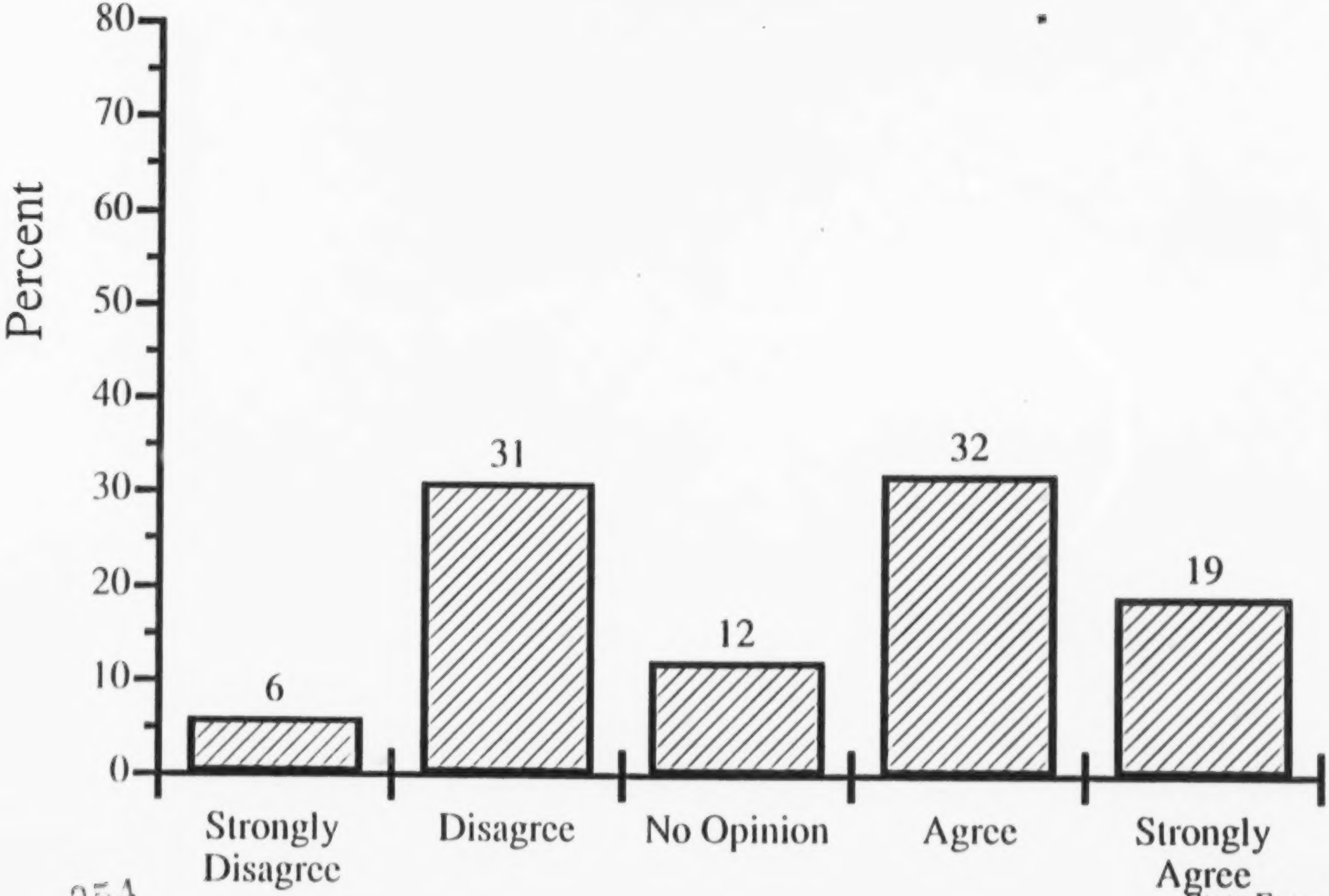
Q17. I feel that I meet the needs of the students in my classes on the Extended Day schedule.



Teachers were asked if, on the Extended-Day schedule, they worked with too many students on a daily basis. About one-half (51%) of Extended-Day teachers agreed that they worked with too many students. Thirty-seven percent of Extended-Day teachers reported that they did not work with too many students. Twelve percent of Extended-Day teachers expressed no opinion. Although there were no significant differences in responses of specialty and core teachers on this item, teachers on different contracts did respond differently. Seven times as many teachers on traditional contracts as teachers on extended contracts expressed no opinion on the number of students which they saw daily (29%, traditional, 4% extended). More teachers on extended contracts than on traditional contracts agreed that they saw too many students (56%, extended, 40% traditional) and reported that they did not see too many students on a daily basis (40% extended, 31% traditional). (p=.000)

Teachers responded to the statement, "My students do not seem lost or confused on the Extended-Day schedule." Seventy-seven percent agreed their students do not seem lost or confused. Fifteen percent of Extended-Day teachers indicated that their students did seem lost or confused on the Extended-Day schedule. Eight percent of Extended-Day teachers had no opinion on this item. Seven times as many teachers on Extended contracts agreed with this statement than disagreed (84% agree, 12% disagree). Two times as many teachers on traditional contracts agreed with this statement as disagreed (58% agree, 24% disagree). (p=.001) Comparisons between core and specialty teachers also provided significant differences. Fifteen times as many specialty teachers responded that their students did not seem lost on the schedule as responded that they did (91% agree, 6% disagree). Teachers who taught both specialty and core agreed with this statement in a ratio of six to one (77% agree, 13% disagree). Core teachers responded positively to this statement in a ratio of 3.5 to one (75% agree, 21% disagree). (p=.009) In spite of the number of teachers and transitions which students experience, specialty teachers and those on extended contract overwhelmingly do not

Q18. On the Extended Day schedule, I work with too many students on a daily basis.



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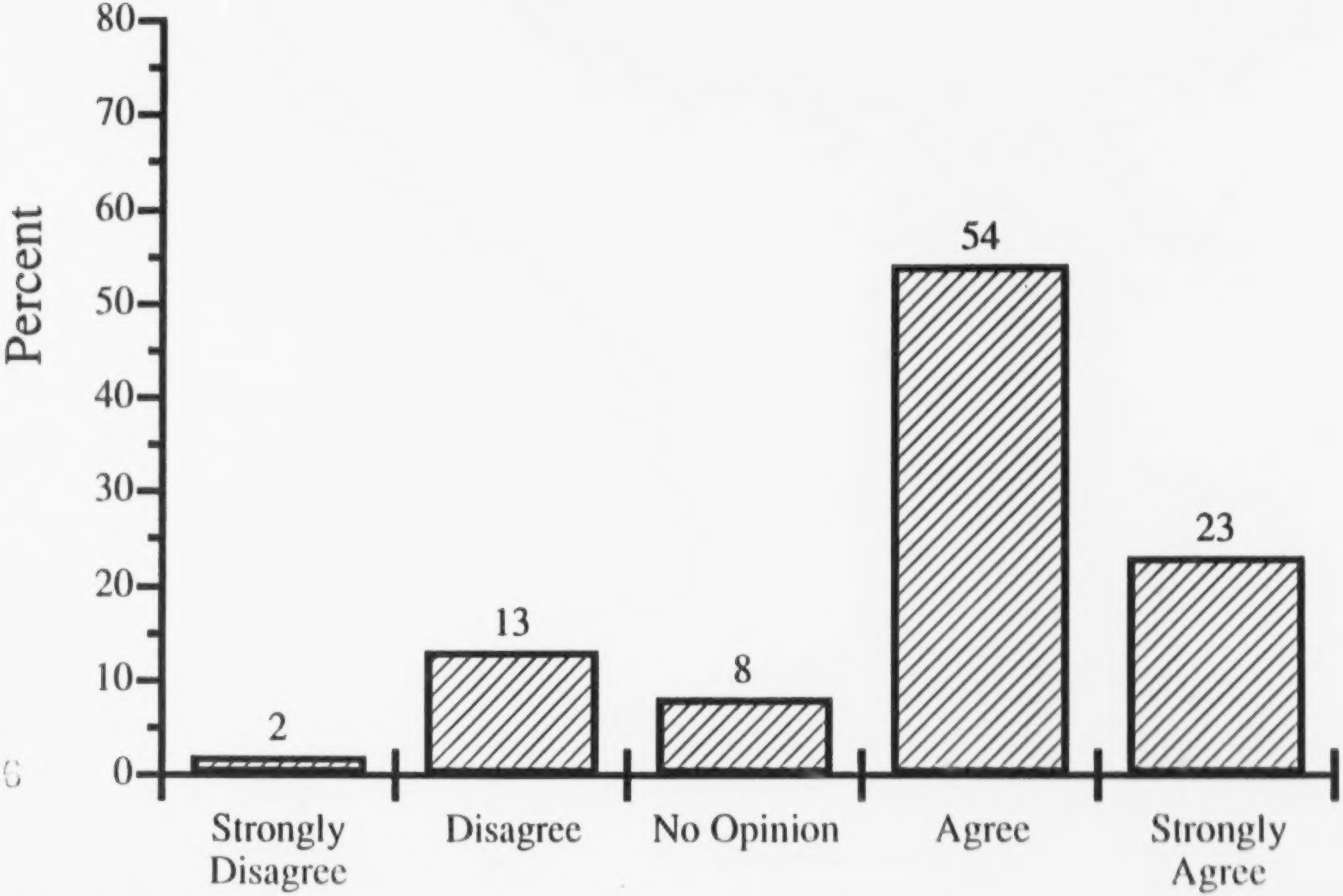
Q19. My students do not seem lost or confused on the Extended-Day schedule.



State Extended Day
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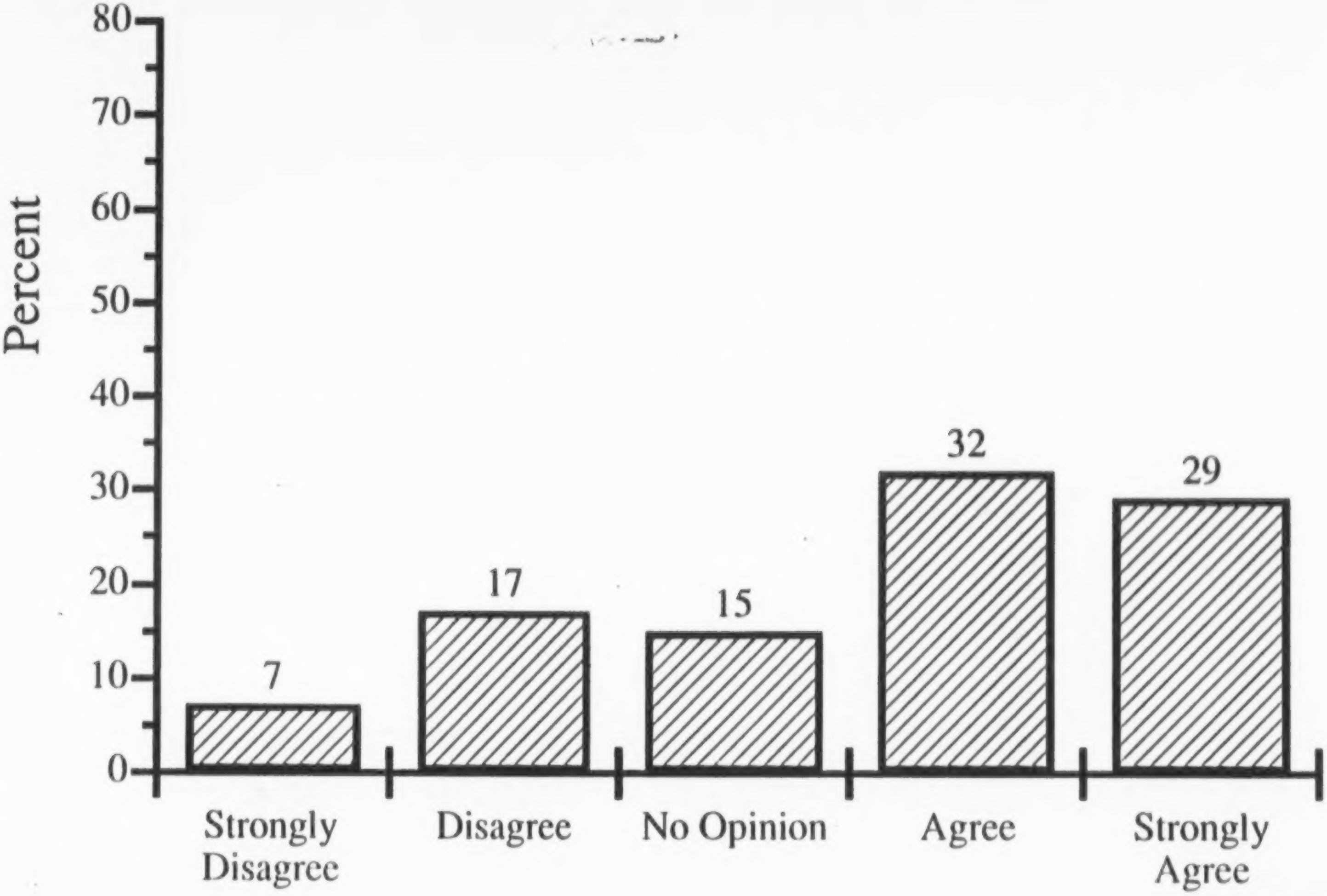
feel that students seem lost on the Extended-Day program.

Teachers were asked if they considered teaching on an Extended-Day schedule more stressful than teaching on a traditional schedule. Six out of ten teachers (61%) do consider teaching on the Extended-Day schedule more stressful than teaching on a traditional schedule. Twenty-four percent reported that they do not consider teaching on the Extended-Day schedule more stressful. Sixteen percent of Extended-Day teachers expressed no opinion concerning the relative stress of working on the two schedules. Teachers on traditional contract reported more stress on the Extended-Day schedule by a ratio of six to one (67% agree, 11% disagree), while teachers on extended contracts reported more stress by a ratio of 1.8 to one (56% agree, 30% disagree). (p=.03)

To the statement, "Given a choice, I would choose to teach on an Extended-Day schedule," more than one half (56%) of Extended-Day teachers agreed they would choose to teach on the Extended-Day schedule. However, thirty-six percent of Extended-Day teachers disagreed with the statement, indicating that, given a choice, they would not choose to teach on the Extended-Day schedule. Eight percent of Extended-Day teachers expressed no opinion on their choice of program. More teachers on traditional contracts would not choose to teach on the Extended-Day program (48%) than express a preference for the program (40%). More teachers on extended contracts would chose to teach on the program (65%) than would not (30%). (p=.002) Also significant differences were found when teaching assignments were compared. Specialty teachers expressed greater preference for the Extended-Day schedule by 2.4 to one (63% preferred ED, 26% did not). Core teachers preferred Extended-Day by a ratio of 1.3 to one (53% preferred ED, 39% did not). Core/specialty teachers preferred Extended-Day in a pattern similar to core teachers, 1.6 to one (58% preferred ED, 36% did not). (p=.005) Again, teaching contract and teaching assignment influences the desirability of the Extended-Day schedule for teachers.

Summary of Teacher Experience on the Extended-Day Schedule. Fifty-six percent of Extended-Day teachers indicated that

Q20. I consider teaching on an Extended-Day schedule more stressful than teaching on a traditional schedule.



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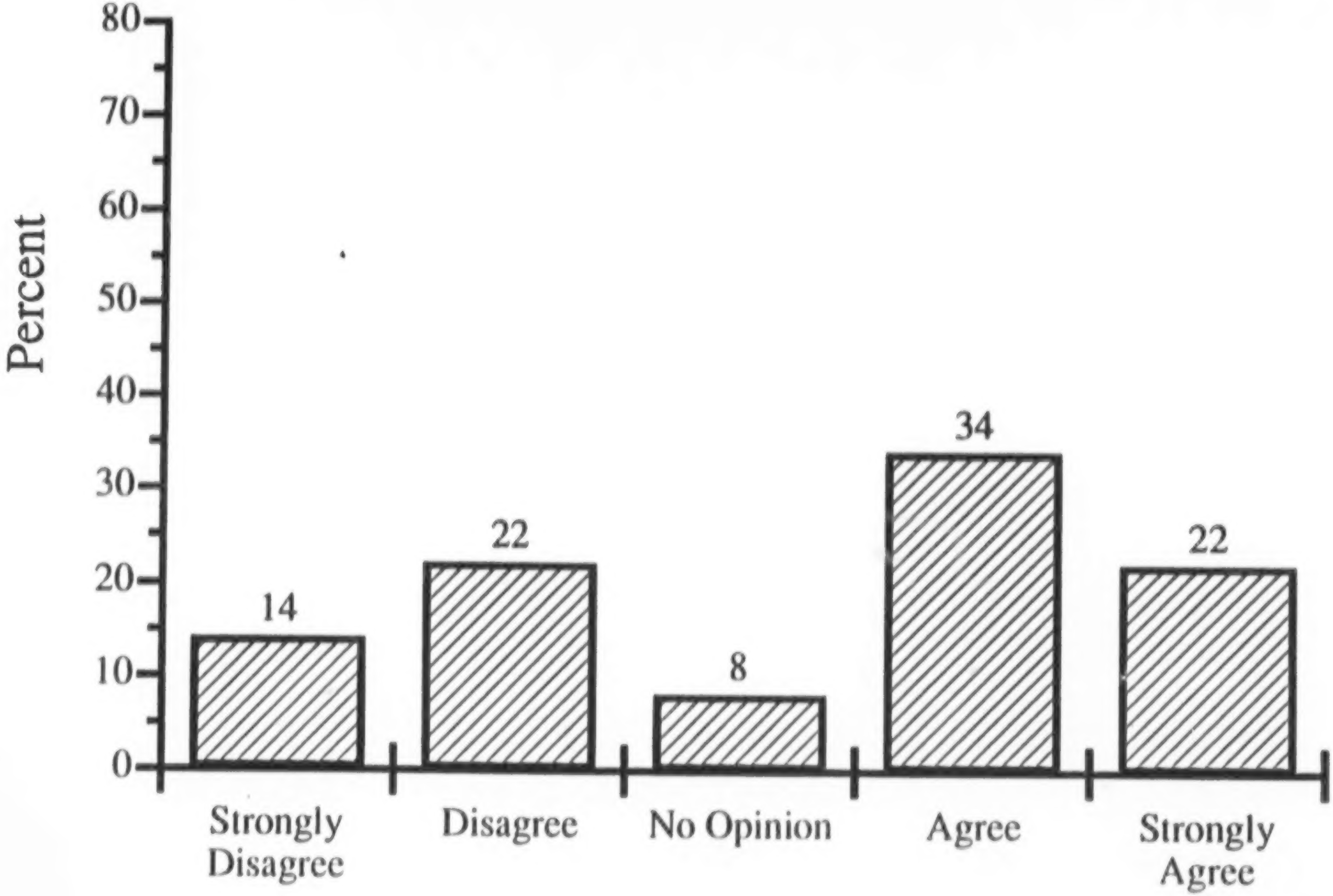
Q21. Given a choice, I would choose to teach on an Extended-Day schedule.

103-B



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they would, given a choice, teach on the Extended-Day schedule. Extended-Day teacher responses seem to indicate that a majority of teachers see Extended-Day as good for students. Sixty-five percent of Extended-Day teachers indicated that students learn more; sixty-eight percent of Extended-Day teachers responded they are able to meet their students needs; seventy-six percent of Extended-Day teachers state that their students are not disoriented or lost; eighty-six percent Extended-Day teachers feel that student experience an educational system (Extended-Day) which encourages educational improvement; and sixty-eight percent of Extended-Day teachers respond that the Extended-Day program has benefitted students.

On items concerning the teacher's own experience with the Extended-Day program, responses are less positive. Fifty-one percent of Extended-Day teachers indicate that they see too many students in one day, forty-two percent of Extended-Day teachers feel a need for more district support for alternative housing programs, forty-one percent of Extended-Day teachers respond that relationships with parents are more difficult on the Extended-Day program and sixty-one percent of Extended-Day teachers consider teaching on the Extended-Day schedule more stressful than teaching on the traditional schedule. Also of concern is the number of Extended-Day teachers who express no opinion on some of the items, including teacher professionalism (24%), student attitude (29%), fewer discipline problems (19%), student learning (15%) and benefit to student (14%).

Type of contract and teaching assignment may influence teachers perceptions in several ways. More teachers on extended contracts than on traditional contracts felt that their students learn more on Extended-Day. Greater percentages of these teachers also felt that they met the needs of their students, that their students were not lost on the program and that they did not see too many students. They felt less stress, more professionalism and expressed a preference for Extended-Day more than traditional contract teachers. More specialty teachers reported benefit to students than core teachers, felt that their students learn more, and that their students are not lost. These teachers also felt increased professionalism and expressed a preference for Extended-Day more than core teachers.

Stress Related to Specific Aspects of Teaching

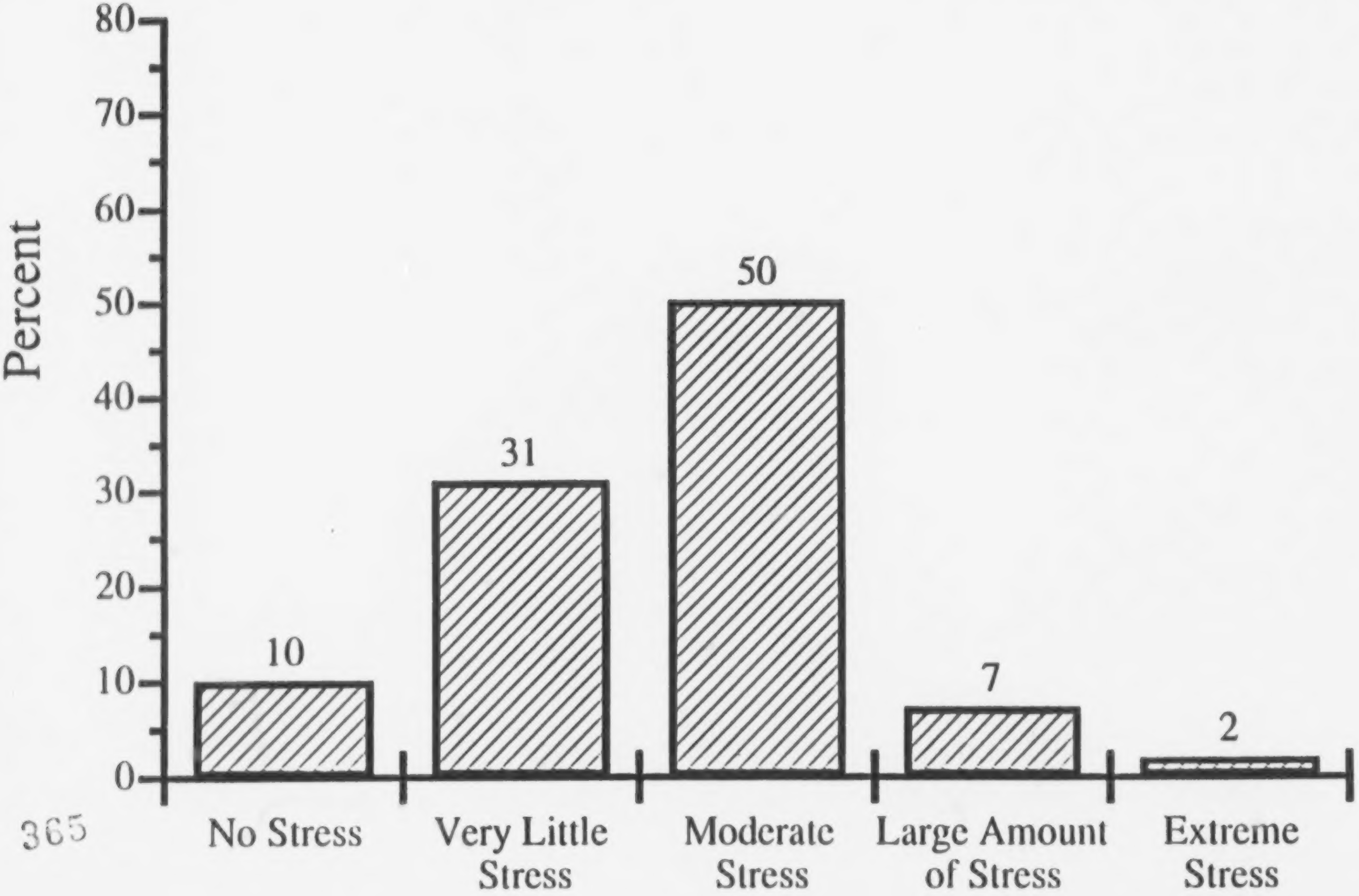
For a series of specific aspects of teaching, teachers were asked to indicate the amount of stress which they were experiencing during the current school year, using the following scale: a) no stress, b) very little stress, c) moderate stress, d) a large amount of stress, e) extreme stress. Given that most observers feel that teaching is a stressful profession, most teachers should report feeling some stress ("very little stress" or in some areas "moderate stress"), but feeling a "large amount of stress" or, especially, "extreme stress" is a concern.

Teachers indicated the amount of stress which they felt in planning the overall curriculum. Nine percent of Extended-Day teachers responded that they were experiencing a large amount of stress or extreme stress related to planning overall curriculum. One-half (50%) of Extended-Day teachers responded that they were experiencing moderate stress. Forty-one percent of Extended-Day teachers indicated that they were experiencing little or no stress relating to planning the overall curriculum.

Student discipline has already been shown to be a possible concern in implementing an Extended-Day program. In our sample, a third (34%) of Extended-Day teachers responded they experience a large amount of stress or extreme stress concerning student discipline. About a third (36%) responded they experience moderate stress related to student discipline. Thirty-one percent of Extended-Day teachers indicated they experience little or no stress relating to student discipline.

Teachers were asked to indicate the amount of stress which they experienced in planning daily lessons. Nine percent of Extended-Day teachers responded that they experience a large amount of stress related to planning daily lessons. Thirty-nine percent of Extended-Day teachers responded that they experience

Q22. Planning overall curriculum.



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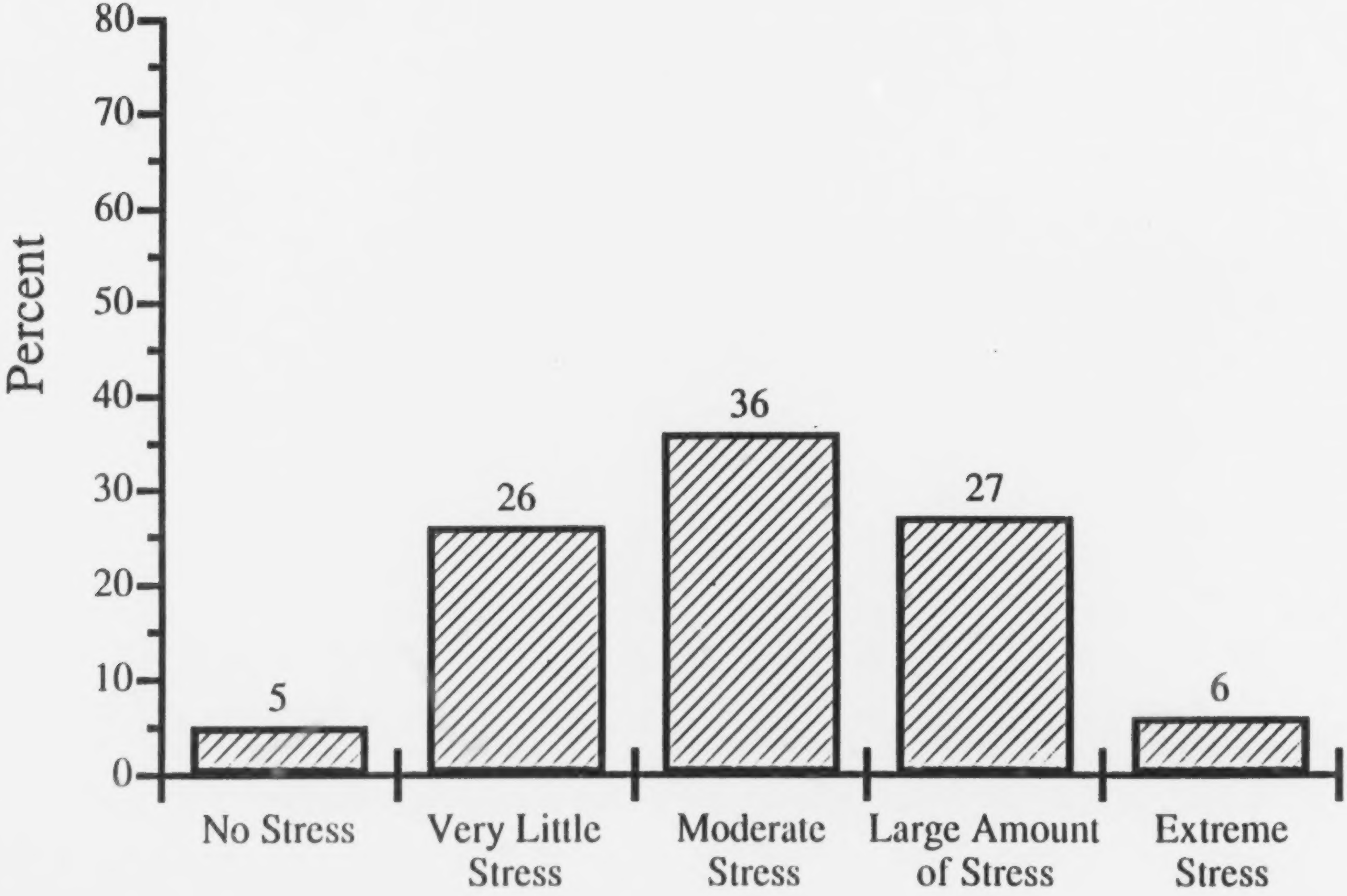
Q23. Student discipline.



State Extended Day
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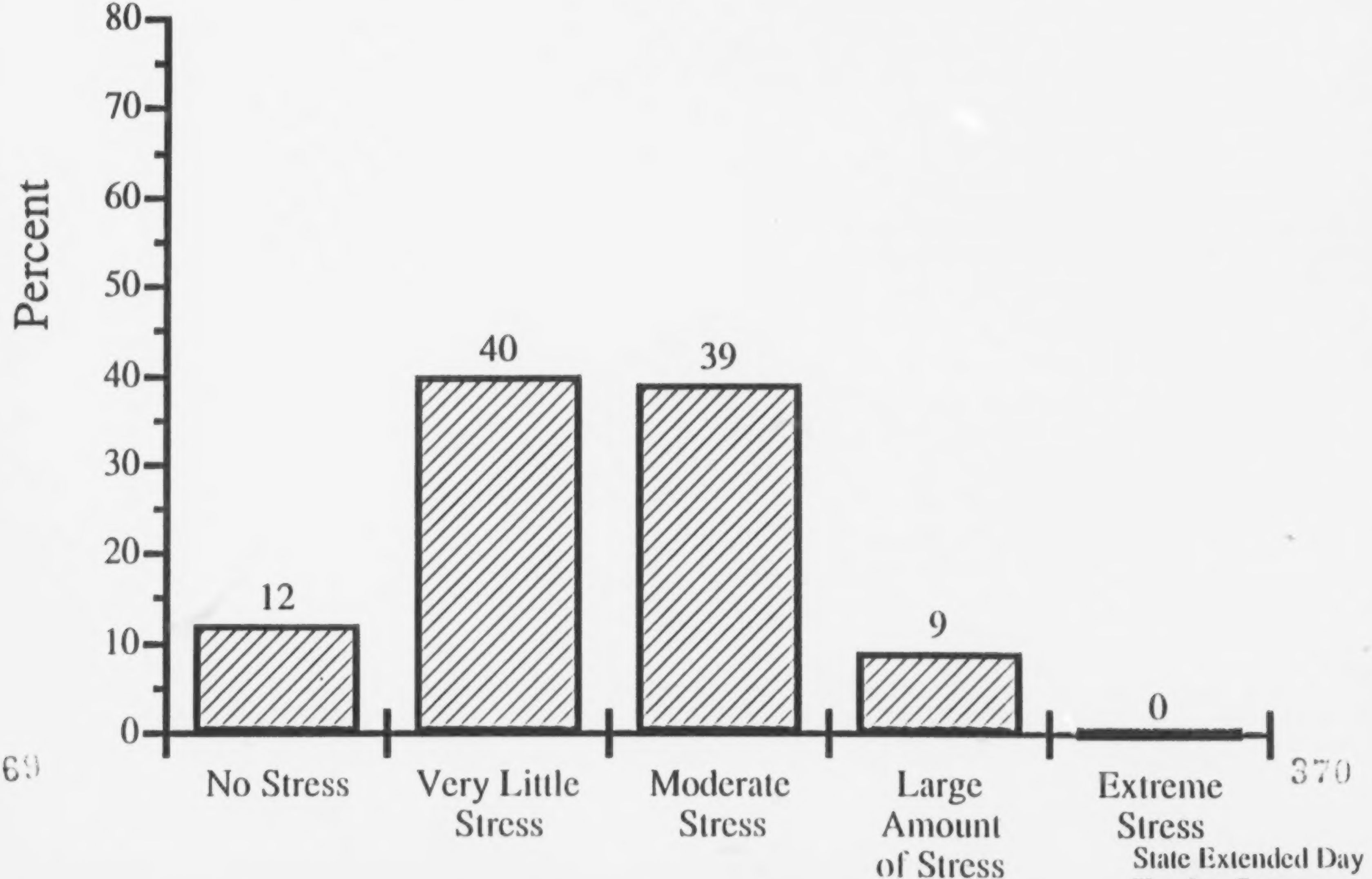
Q24. Planning daily lessons.



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moderate stress. More than half (52%) indicated they experience little or no stress relating to planning daily lessons.

Teachers might be expected to experience more stress in working with parents on an Extended-Day program because they work with more children. Only eleven percent of Extended-Day teachers responded that they experience a large amount of stress related to working with parents. Thirty-six percent of Extended-Day teachers responded that they experience moderate stress related to working with parents. Over one-half (52%) indicated that they experience little or no stress in working with parents.

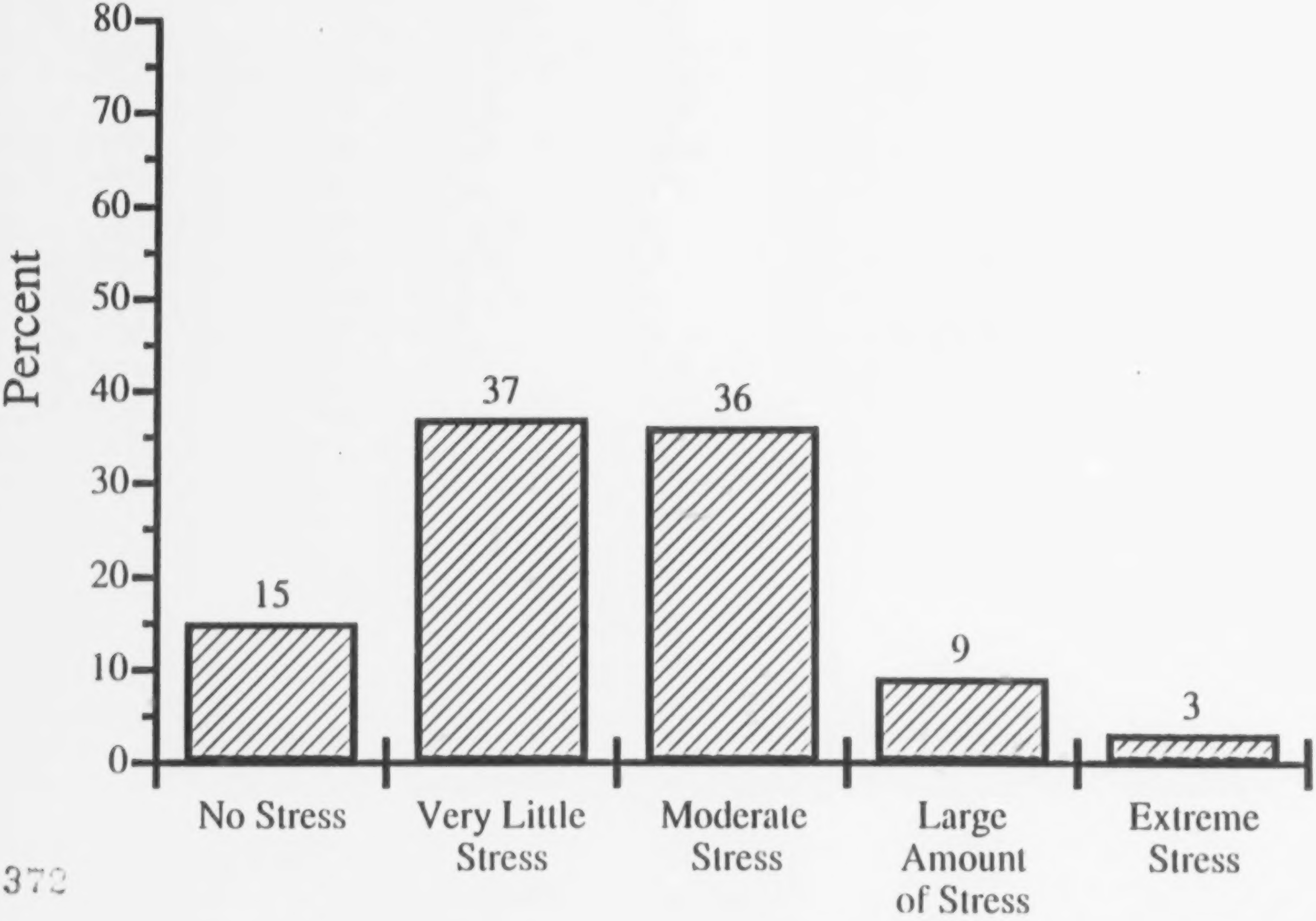
With more students to teach, Extended-Day teachers might experience more stress diagnosing student needs. One-fourth (25%) of Extended-Day teachers responded that they experience a large amount of stress or extreme stress related to diagnosing student needs. Forty-four percent of Extended-Day teachers responded that they experience moderate stress. Thirty-one percent of Extended-Day teachers indicated that they experience little or no stress in diagnosing student needs.

Teachers were asked to indicate the amount of stress which they felt related to classroom organization. Fifteen percent of Extended-Day teachers responded that they experience a large amount of stress or extreme stress related to classroom organization. Thirty-six percent of Extended-Day teachers responded that they experience moderate stress. About one-half (49%) indicated that they experience little or no stress relating to classroom organization.

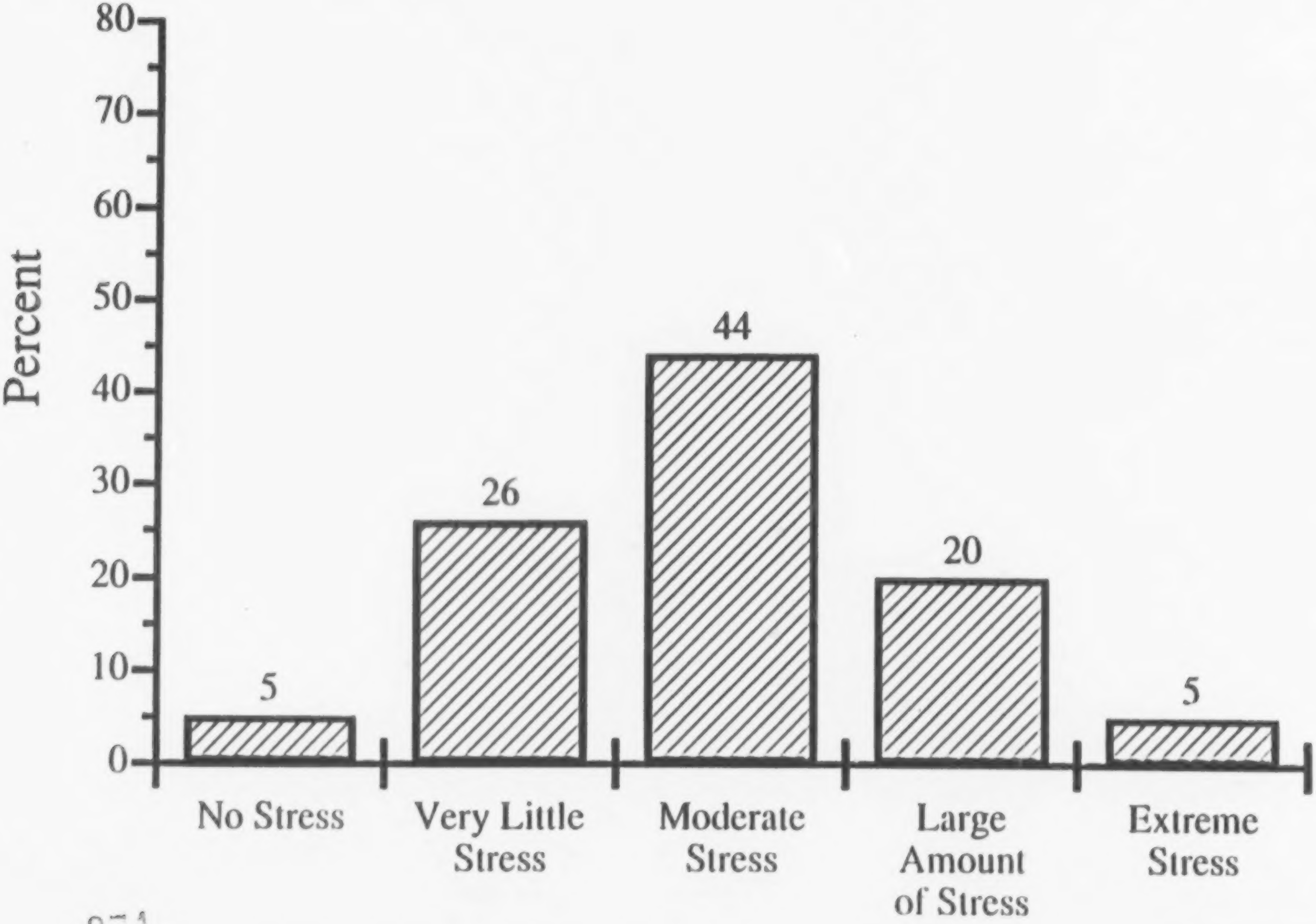
With more students the already burdensome paperwork associated with teaching will probably increase. This could add to teacher stress. As expected almost one-half (45%) of Extended-Day teachers responded that they experience a large amount of stress or extreme stress because of paperwork. About one-third (37%) responded that they experience moderate stress. Eighteen percent of Extended-Day teachers indicated they experience little or no stress because of paperwork.

Teachers were asked to indicate the amount of stress they

Q25. Working with parents of students.

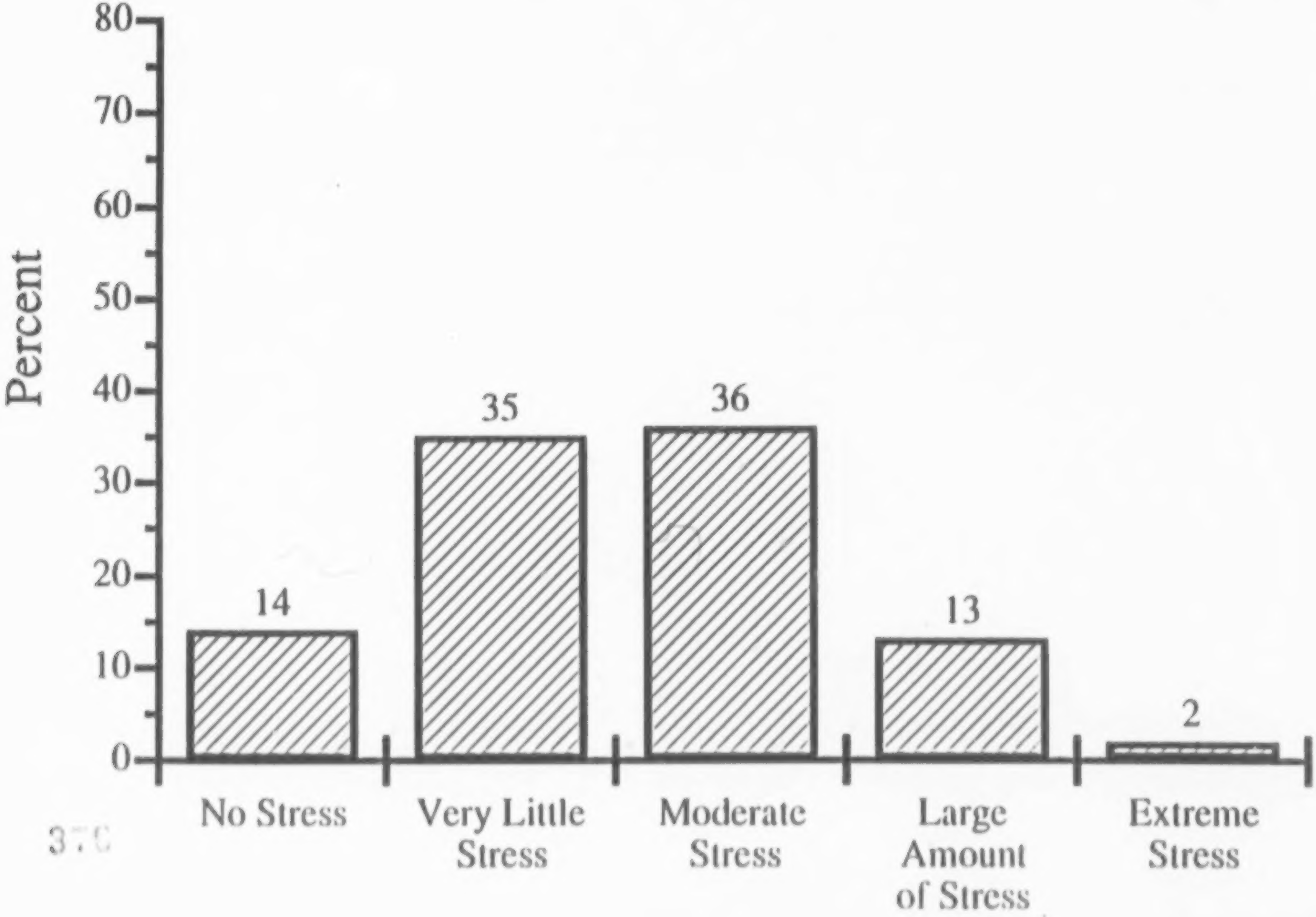


Q26. Diagnosing student needs.



106-B

Q27. Classroom organization.



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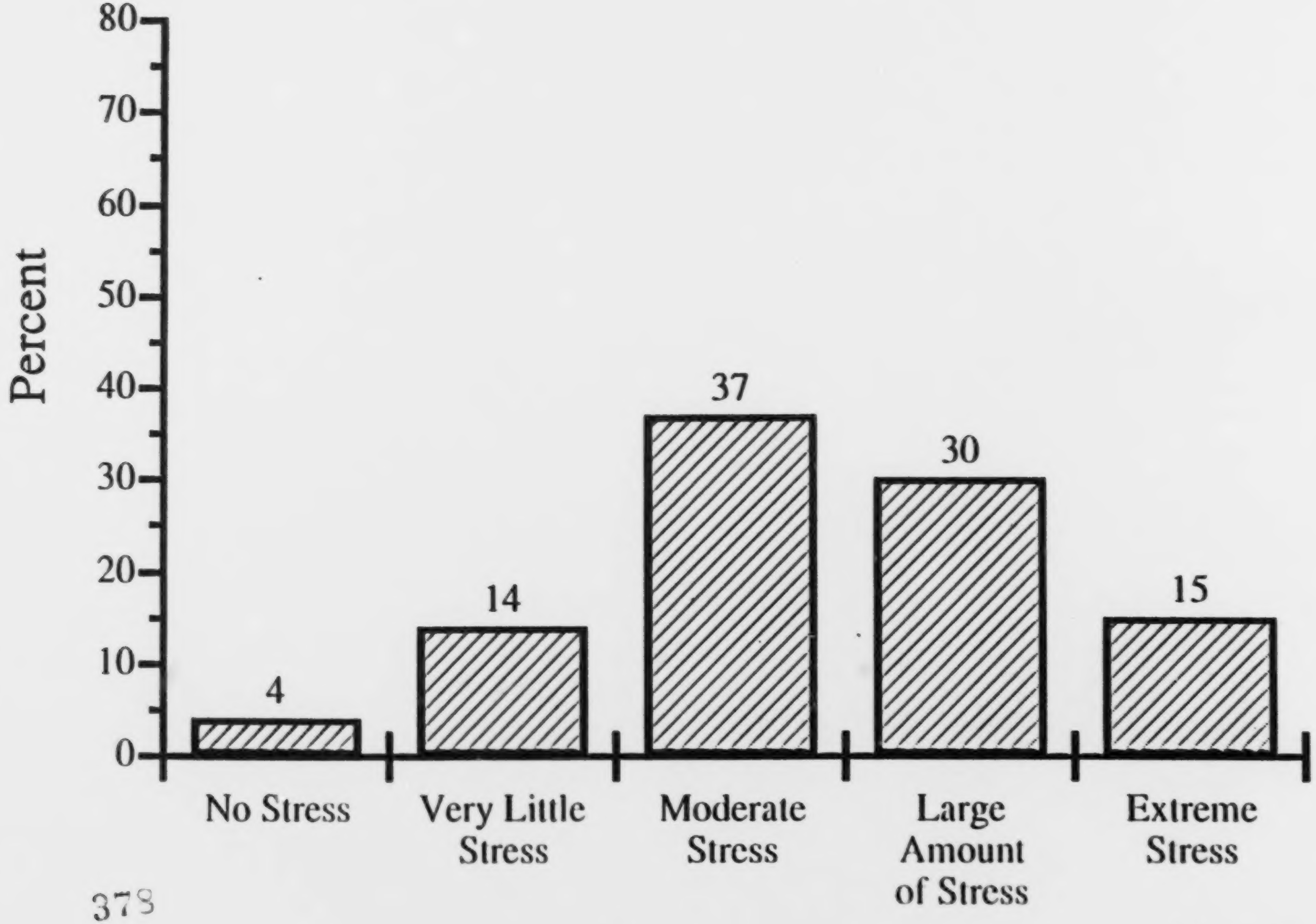
Q28. Paperwork.



felt in working with other teachers. Only four percent of Extended-Day teachers responded that they experience a large amount of stress or extreme stress related to working with other teachers. Twenty percent responded they experience moderate stress. Most (76%) teachers indicated that they experience little or no stress relating to working with other teachers.

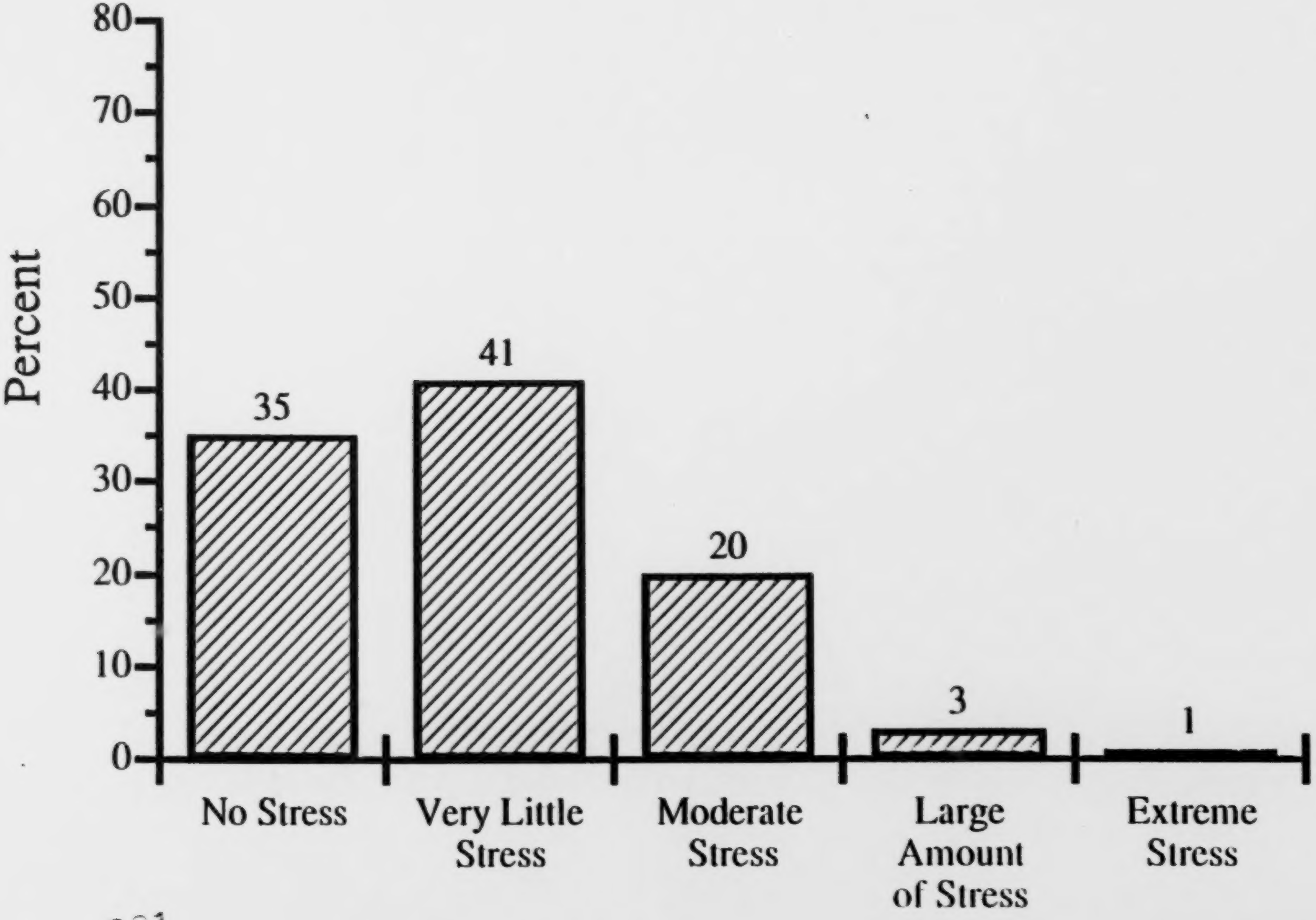
With more children in the school and with more concentrated assignments, the availability of resources (supplies, books, etc) could become a source of stress. However, only twelve percent of Extended-Day teachers responded that they experience a large amount of stress or extreme stress concerning the availability of resources. Moderate stress was reported by twenty-seven percent of Extended-Day teachers. Six out of ten (61%) teachers indicated that they experience little or no stress concerning the availability of resources.

Teachers were asked to indicate the amount of stress which they felt in testing students. Almost one-fourth (22%) of Extended-Day teachers responded that they experience a large amount of stress or extreme stress in testing students. A third (32%) responded that they experience moderate stress. Forty-five percent of Extended-Day teachers indicated that they experience little or no stress in testing students.

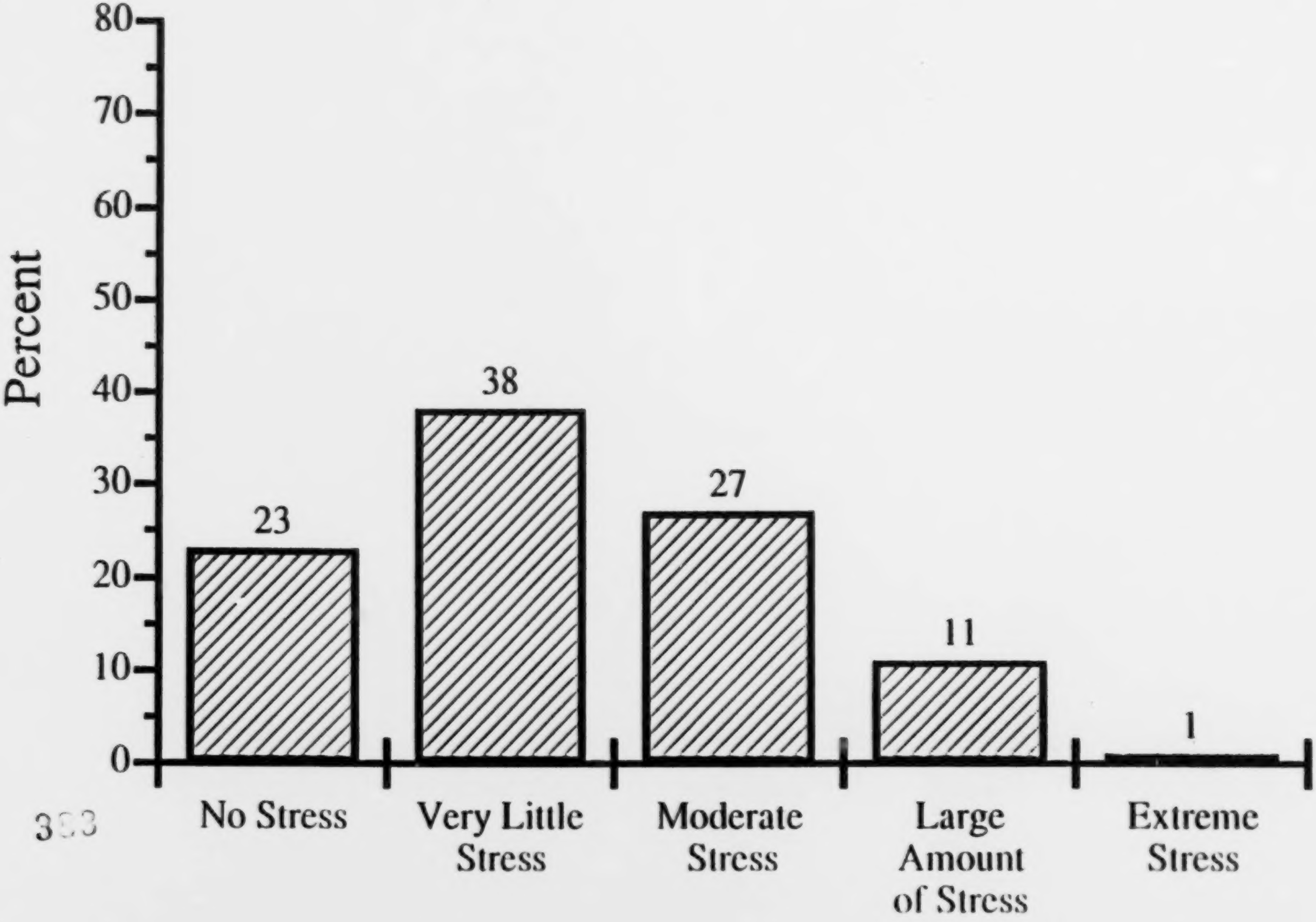
Does preparing written reports to parents create stress for Extended-Day teachers? Thirty-one percent of Extended-Day teachers responded that they did experience a large amount of stress or extreme stress preparing the written reports to parents. A third (33%) responded that they experience moderate stress. About a third more (36%) indicated that they experience little or no stress preparing written reports to parents.

Does the additional load of students and the pattern of classes assigned to a teacher increase the stress felt because of parent conferences. Indeed, thirty-five percent of Extended-Day teachers responded that they experience a large amount of stress or extreme stress because of parent conferences. Twenty-seven percent of Extended-Day teachers responded that they experience

Q29. Working with other teachers.



Q30. Availability of resources (supplies, books, etc.).



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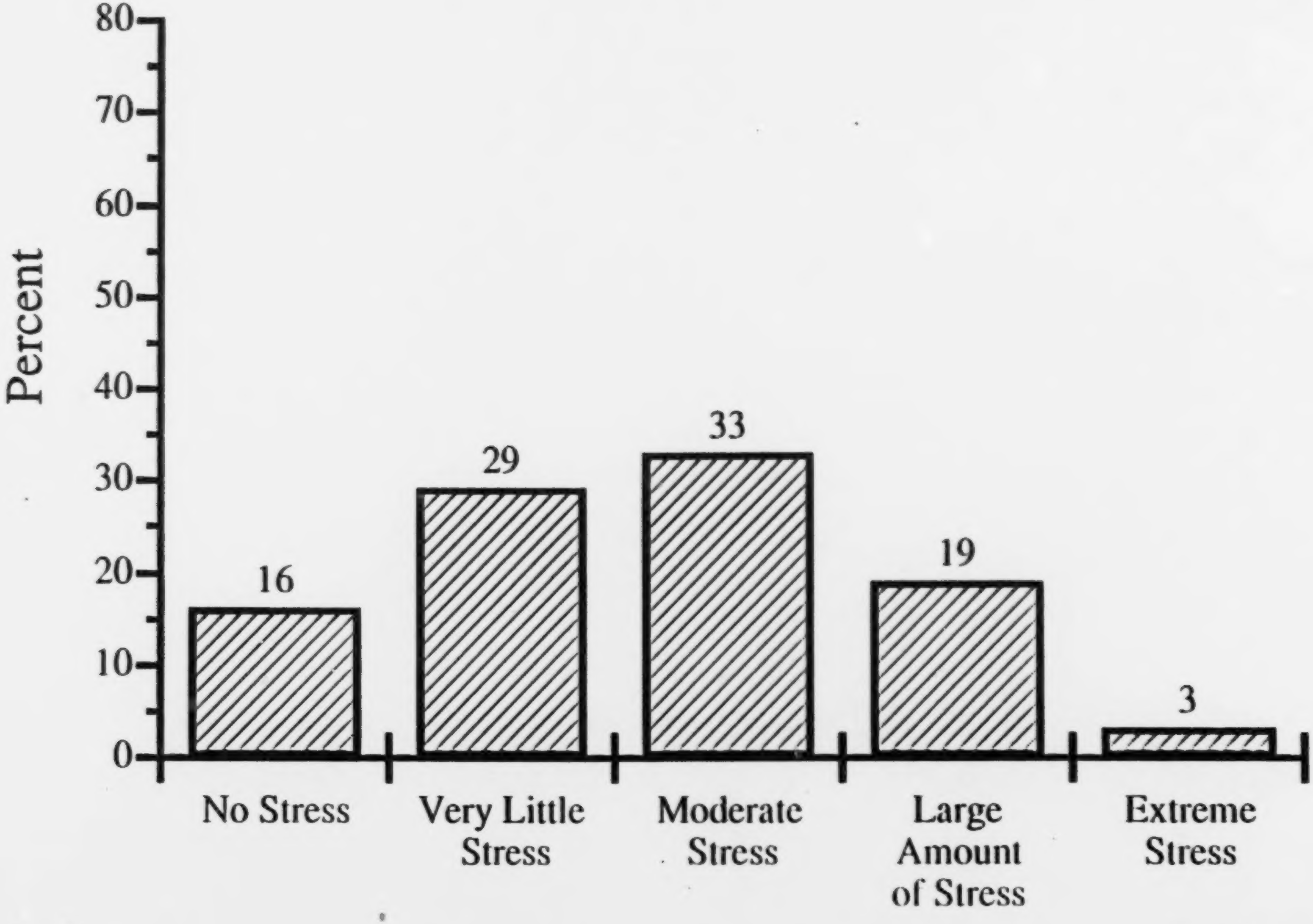
Q31. Testing students.



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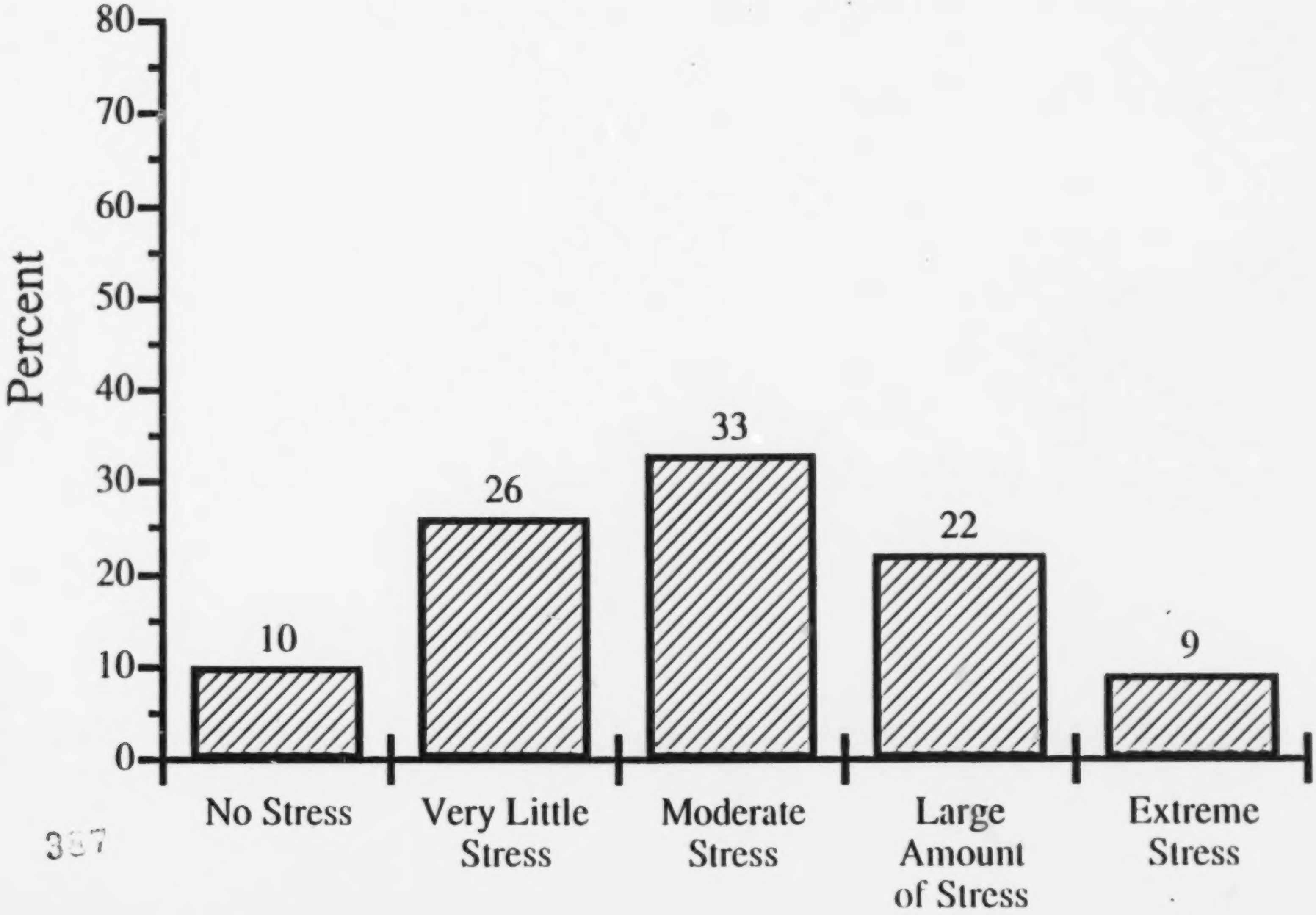
Q32. Written reports to parents.



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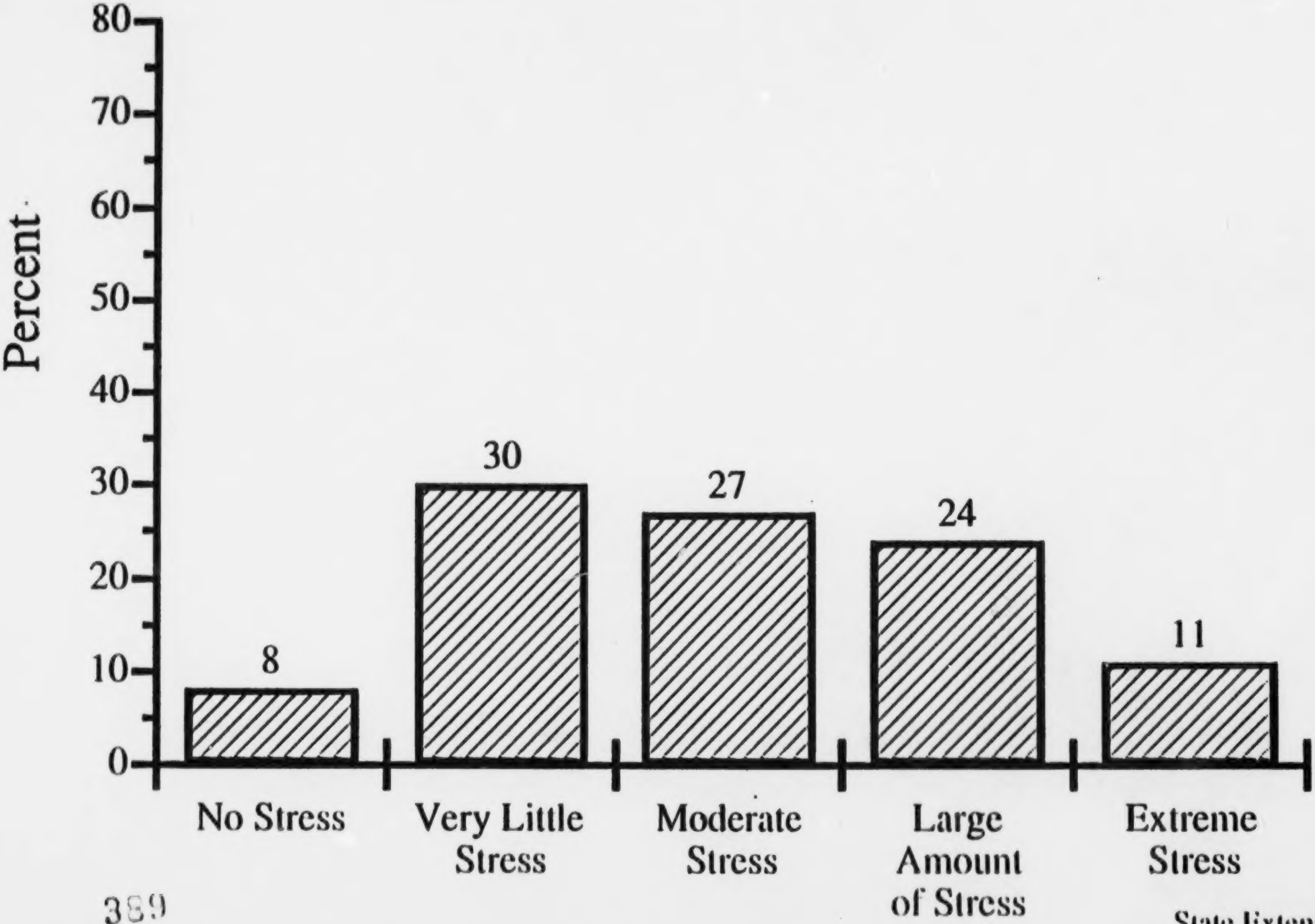
Q33. Parent conferences.



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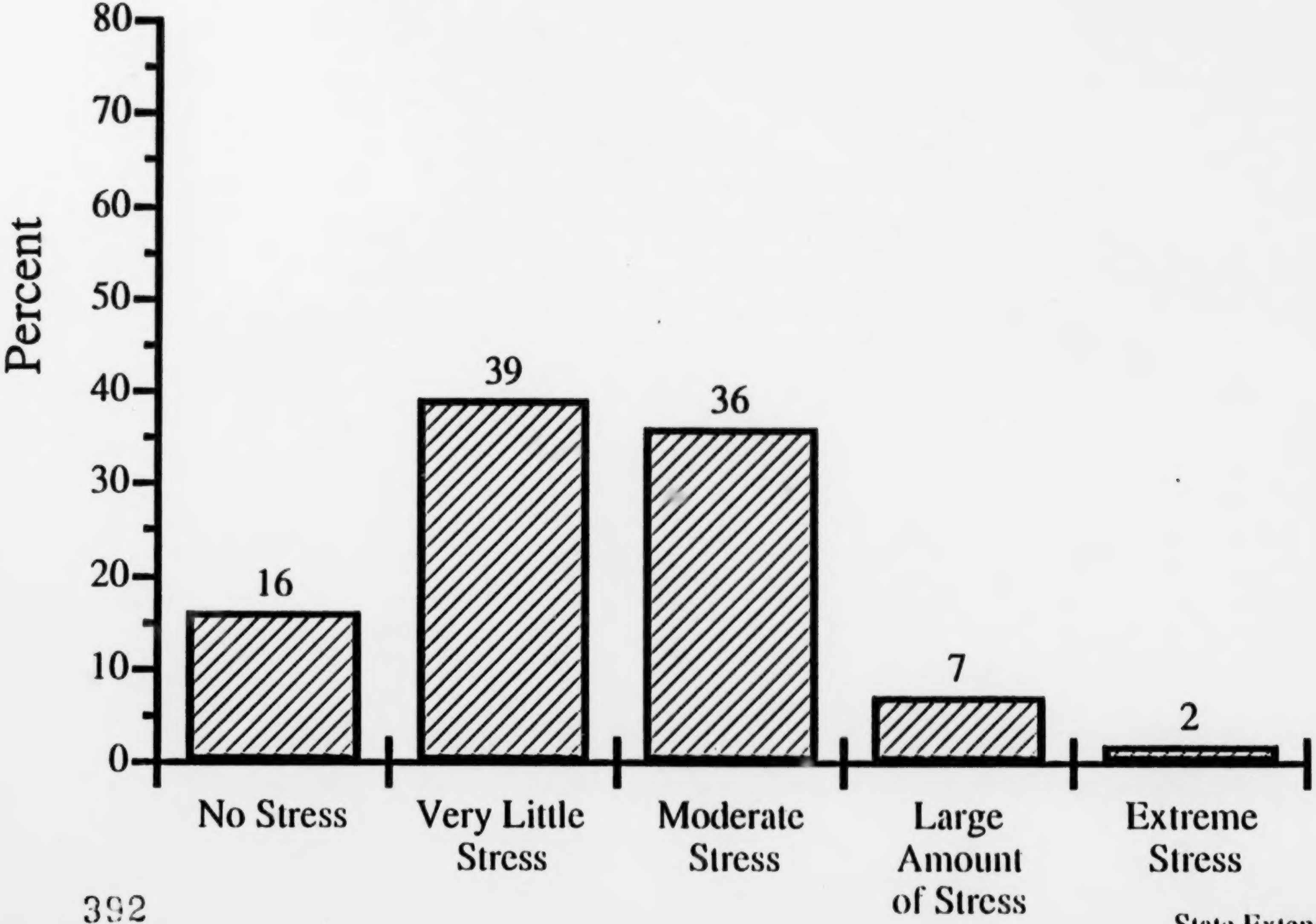
moderate stress because of parent conferences. Thirty-eight percent of Extended-Day teachers indicated that they experience little or no stress because of parent conferences.

When asked to indicate the amount of stress which they felt because of student attitudes toward school, only nine percent of Extended-Day teachers responded that they experience a large amount of stress or extreme stress. Thirty-seven percent of Extended-Day teachers marked that they experience moderate stress. Over one-half (54%) the Extended-Day teachers indicated that they experience little or no stress because of student attitude toward school.

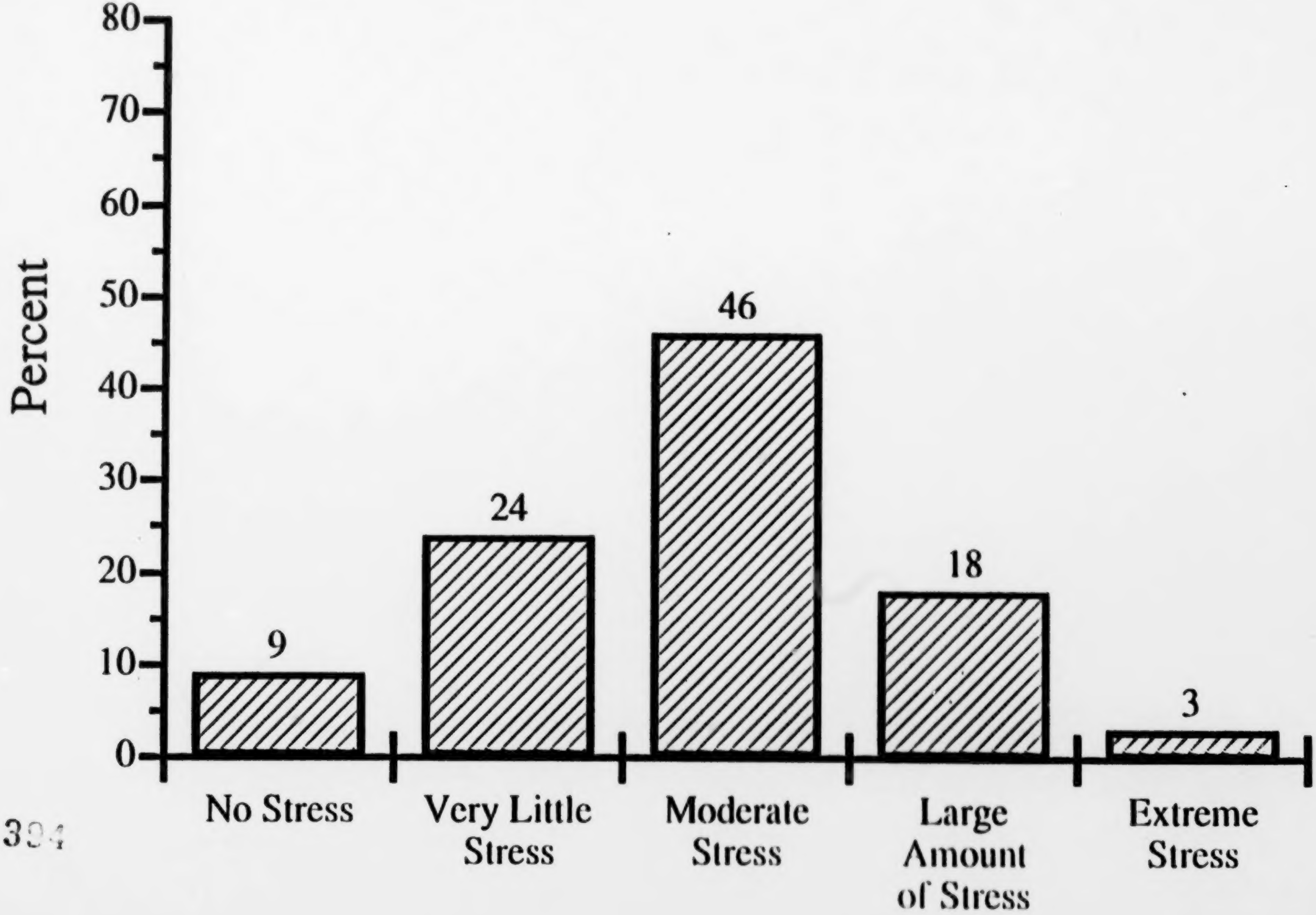
What stress do teachers feel because of the academic progress of their students? Twenty-one percent of Extended-Day teachers reported they experience a large amount of stress or extreme stress because of the academic progress of their students. Almost one-half (46%) responded that they experience moderate stress. Thirty-three percent of Extended-Day teachers indicated that they experience little or no stress because of the students' academic progress. A comparison between the responses of core, specialty and core/specialty teachers is interesting. While thirty percent of core teachers report that they experience a large amount of stress or extreme stress concerning the academic progress of their students, only six percent of specialty teachers expressed a large amount of stress. Responses from core/specialty teachers were similar to core teachers at twenty-six percent. (p=.03)

Teachers were asked to indicate the amount of stress which they feel because of their teaching salary. Forty-one percent of Extended-Day teachers responded that they experience a large amount of stress or extreme stress because of teaching salary. Another thirty percent of Extended-Day teachers responded that they experience moderate stress because of teaching salary. Twenty-nine percent of Extended-Day teachers indicated that they experience little or no stress because of teaching salary. It is of interest that there is no significant difference between teachers on extended contracts and teachers on traditional contracts

Q34. Student attitude toward school.



Q35. Academic progress of students.



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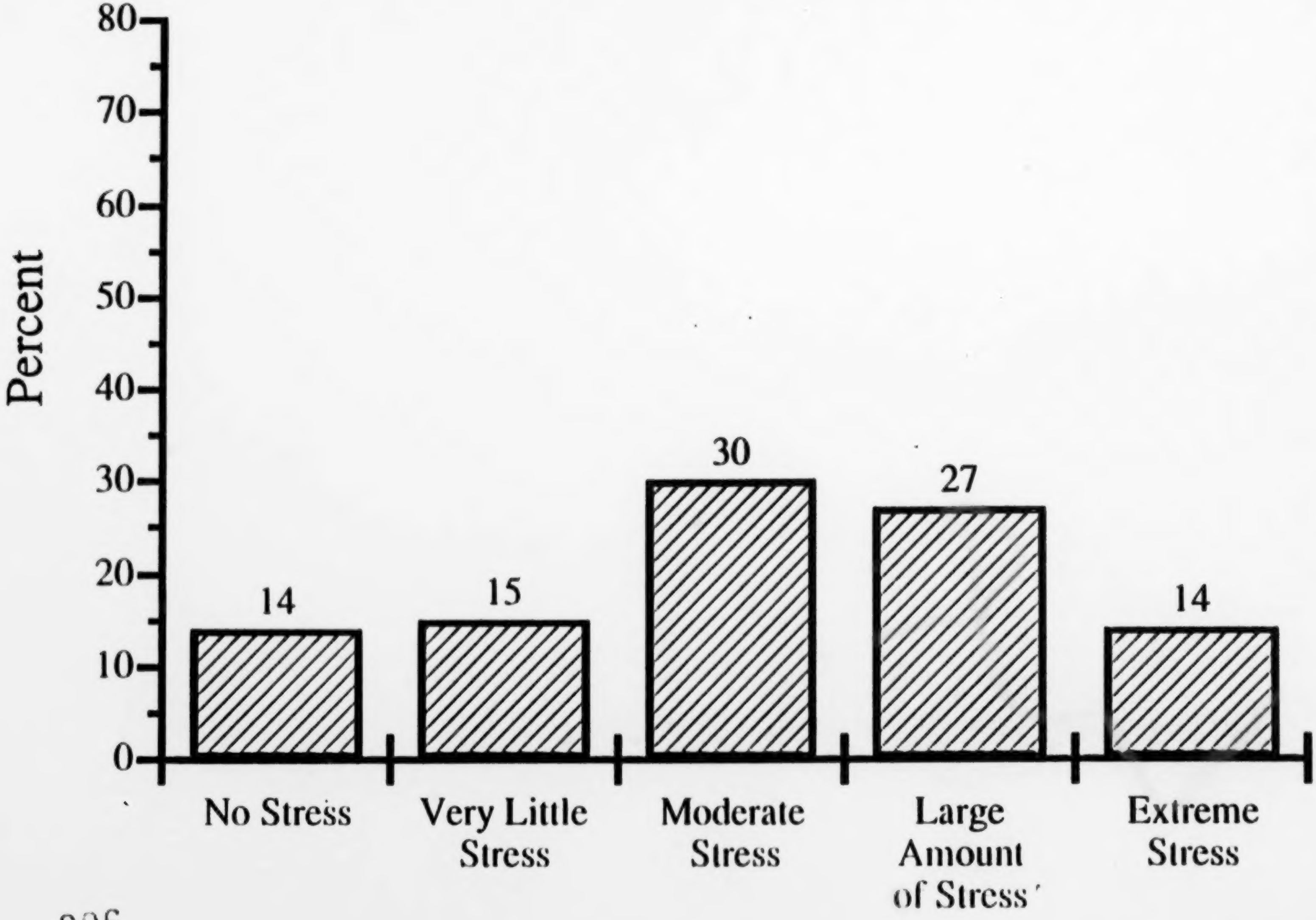
Q36. Teaching Salary.



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concerning stress of their teaching salary.

Another important Extended-Day issue is the effect on teacher stress of the larger number of students they work with on a daily basis. As expected, forty-three percent of Extended-Day teachers responded that they experience a large amount of stress or extreme stress because of the number of students worked with on a daily basis. Thirty-five percent responded that they experience moderate stress. Thirty-two percent of Extended-Day teachers report little or no stress because of the number of students worked with on a daily basis.

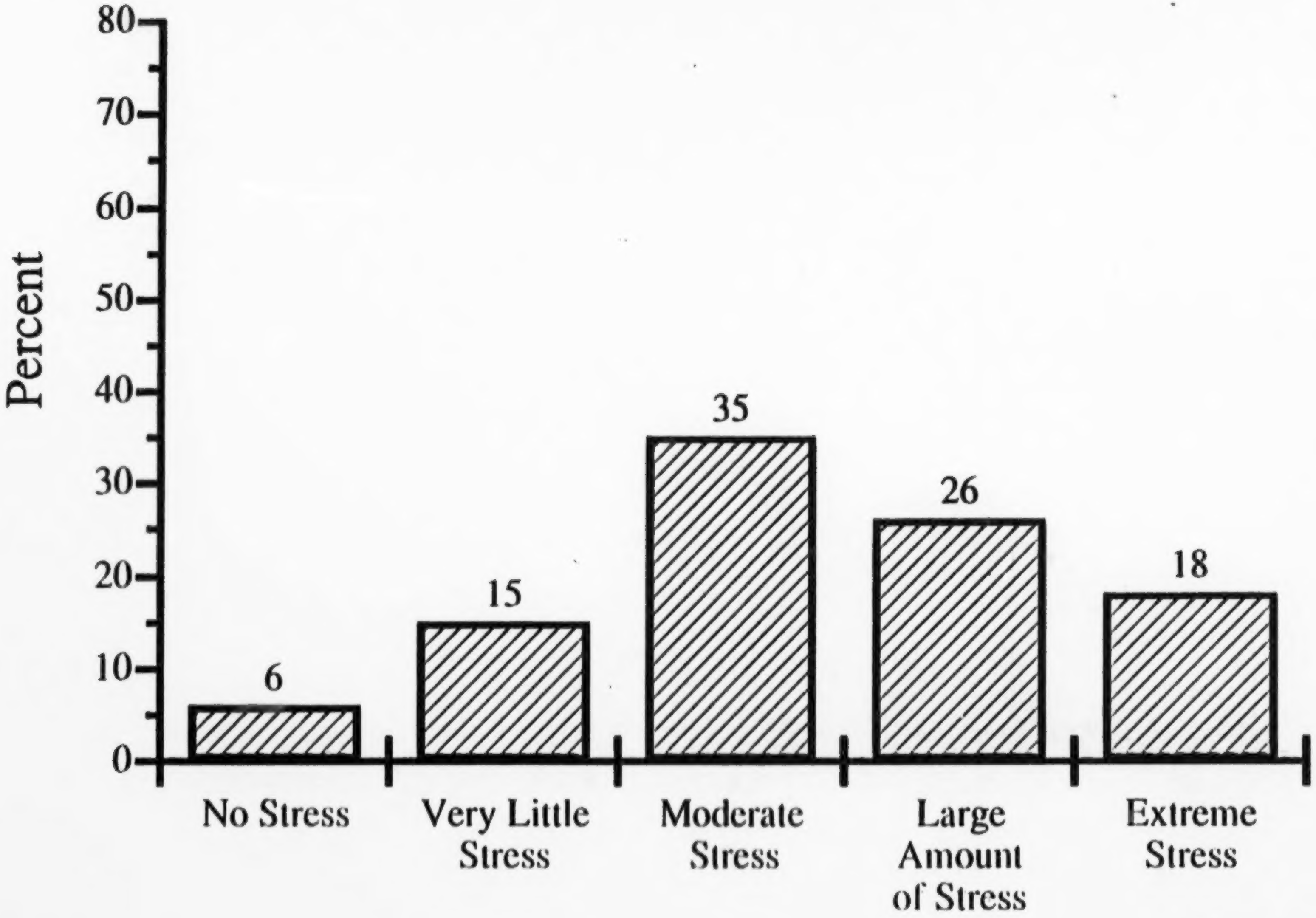
Summary of Stress Related to Aspects of Teaching: The majority of Extended-Day teachers experience only moderate or little stress planning curriculum, planning daily lessons, working with the parents of students, organizing classrooms, working with other teachers, and with resource availability and student attitude toward school. One-third or more of Extended-Day teachers experience a large degree of stress or extreme stress with student discipline (34%), paperwork (45%), written reports to parents (33%), parent conferences (35%), teaching salary (41%) and the number of students worked with on a daily basis (43%). There were no significant differences between core and specialty teachers except concerning the academic progress of students. No significant differences were found between the responses of extended contract and traditional contract teachers.

Grade Level Differences in Teacher Experience

The steering committee requested that we look for significant differences in the experience of Primary (K-3) and upper grade (4-6) teachers. Significant differences were found on eight items, with Primary grade teachers responding less positively concerning the Extended Day program. Interestingly, there were no significant differences on items concerning the stress experienced in teaching, where we had expected to find some differences in the stress of disciplining students or dealing with larger numbers of students.

Sixteen percent of upper grade teachers felt that working

Q37. The number of students worked with on a daily basis.



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with other teachers in their school was difficult, compared with only three percent of Primary grade teachers. (p=.04) Concerning the educational improvement in the school on the Extended-Day program, twenty-seven percent of Primary grade teachers responded that the educational program had not improved, while only sixteen percent of upper grade teachers felt that it had not improved. (p=.04) One third (33%) of Primary grade teachers indicated that students did not learn more on the Extended Day schedule, compared with eighteen percent of upper grade teachers. (p=.001) Forty-two percent Primary grade teachers said that the Extended-Day program did not increase teacher professionalism, compared with twenty-five percent of upper grade teachers. (p=.000) Thirty-one percent of Primary grade teachers felt that Extended-Day did not benefit students, compared with eleven percent of upper grade teachers. (p=.000) While only seven percent of upper grade teachers indicated that their students seemed lost or confused on the Extended-Day program, twenty-nine percent of Primary grade teachers indicated that their students seemed lost or confused. (p=.007)

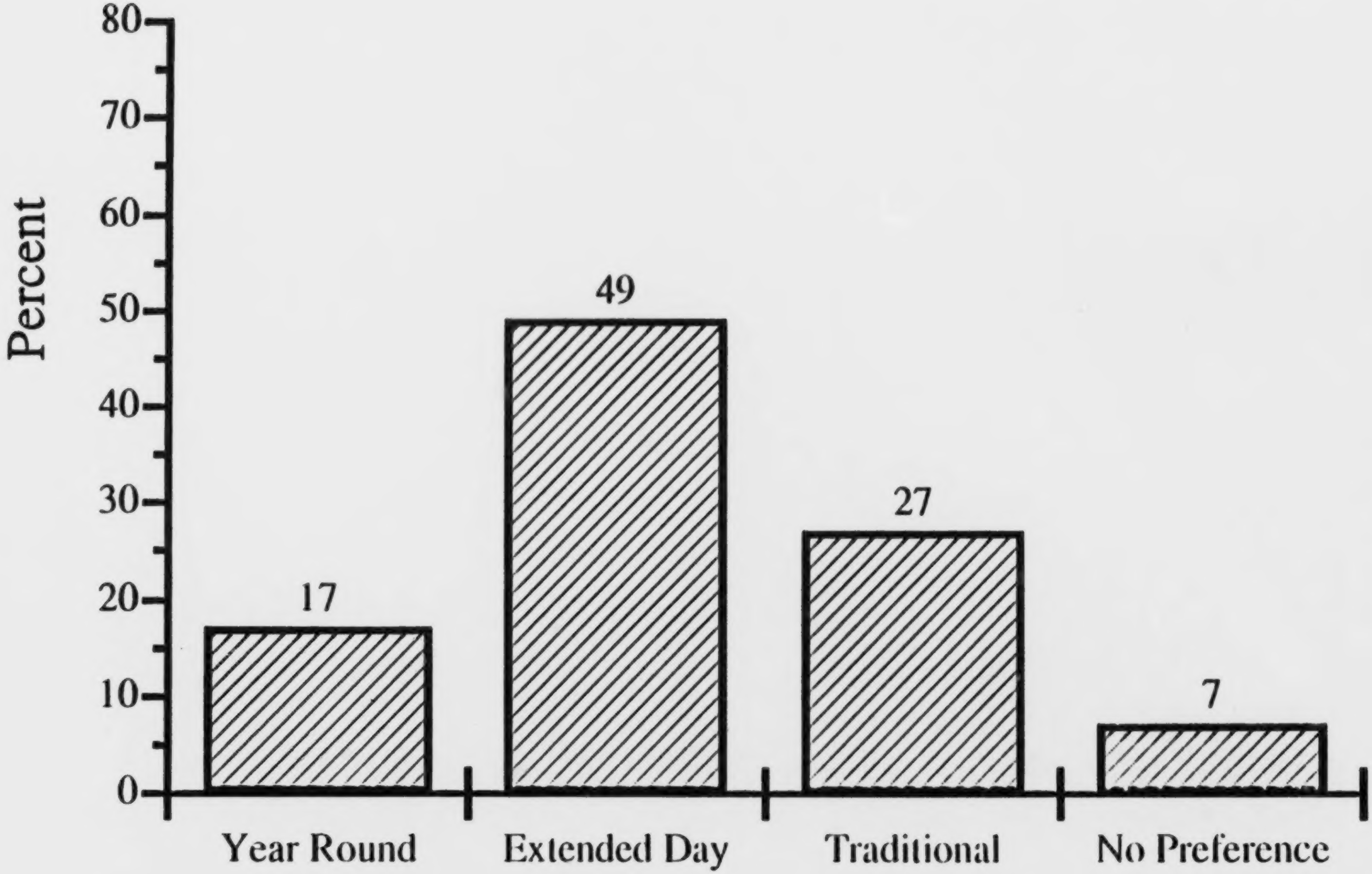
Finally, when asked if they would choose to teach on the Extended Day program, one-half (50%) of Primary grade teachers said that they would not. Only thirty-two percent of upper grade teachers said that they would not choose to teach on the Extended-Day program. (p=.04)

Teacher Preference for Program

Extended-Day teachers were asked on which of the following programs they preferred to teach: a) Year Round/ Extended Year, b) Extended-Day schedule, c) traditional school schedule, d) no preference. Forty-nine percent of Extended-Day teachers preferred the Extended-Day schedule over the other two programs. Twenty-seven percent preferred the traditional schedule. Seventeen percent of Extended-Day teachers preferred a Year Round calendar to the other two programs. The remaining seven percent expressed no preference of programs.

Twice as many teachers on extended contracts expressed a

Q38. Do you prefer to teach on a Year Round/Extended Year, an Extended Day schedule, the traditional school schedule, or have no preference.



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preference for Extended-Day (59%) as teachers on traditional contracts (28%). Forty percent of traditional contract teachers expressed a preference for the traditional calendar, twenty-three percent preferred a Year Round calendar. Only nineteen percent of extended contract teachers would prefer to return to the traditional schedule and fifteen percent expressed preference for the Year Round calendar. (p=.000) In the sample schools, the type of contract does appear to influence a teacher's preference for the Extended-Day program.

In general, teachers are positive concerning the Extended-Day programs in their schools. They do express concern about the several educational aspects of the school, including discipline, paperwork, written reports and conferences, teaching salary, and number of students taught. Extended contract teachers, upper grade teachers, and specialty teachers are more positive about the program than are traditional contract teachers, Primary grade teachers or core classroom teachers.

TEACHER INTERVIEWS

During school visits by observation teams, approximately seventy Extended-Day teachers were interviewed by a member of the team. Interviews were conducted with an open-ended instrument. Of primary interest to the interviewers was the teachers' perceptions of benefits and disadvantages in adopting the Extended-Day program, changes which they made to teach on Extended-Day and general impressions concerning the Extended-Day program.

Double Core, Specialty, and Core/Specialty teachers were interviewed from all grades. Core teachers interviewed reported that their core classes ranged in size from 29 to 35; core teachers saw an average of 60 students a day. Specialty teachers reported that their classes ranged in size from 35 to 60, and that they saw between 180 and 480 students a week, depending on the variation in the Extended-Day program their school had implemented.

Extended-Day teachers described several different methods in which assignments were made. Some of the teachers had backgrounds which fit the requirements of the subject, i.e. a double major in art and elementary education. Other teachers received assignments because of seniority. Some teachers felt that they had received their assignments by default, receiving the assignments that other, more influential teachers, did not want. Two teachers had decided that they would like more control over what might happen to them and had designed a program for their grade (second) before the principal could make their teaching assignments. Their strategy worked, and they were able to implement the program in a way that fit their needs.

A number of the teachers interviewed had been involved in the selection of the Extended-Day program for their school. Several teachers commented that teacher involvement was key to the success of the program; teachers had to feel that the program was "theirs" before they could take on the task of making the necessary changes.

The interviewers asked teachers what had been most surprising to them about the Extended-Day program. A number of teachers mentioned that they were surprised by how smoothly the Extended-Day program ran in their schools. Others mentioned the benefits for students, and that they were surprised at how much students could really learn. One art teacher said that she was most surprised to realize how much she had not been teaching before the implementation of the Extended-Day program. On the negative side, teachers were surprised by the difficulty of handling the larger numbers of students in classes and increased discipline problems.

Extended-Day teachers interviewed generally reported that their teaching methods had not changed a great deal, however they did report less flexibility and more regimentation as they covered subject material in the allotted time each day. Core teachers reported little or no team teaching with other grade level core teachers. Another change occurred because of the amount of paperwork inherent in teaching an increased number of students. Teachers reported that they found alternatives to previous correcting and recording procedures, including student self-correcting or "buddy-correcting". One teacher reported that she hired her own aide to handle her record keeping, paying the aide out of her own pocket. Other teachers got parental help whenever possible.

Student behavior in the specialty classes was a concern for teachers. Some teachers felt that the movement and transitions created problems, others felt it was the nature of the course work in those classes that stimulate more noise and disciplinary problems. Still others felt that students considered the specialty courses, and therefore the specialty teachers, to be less important than the core courses and teachers, and behaved accordingly. One new teacher who had been a substitute during his college studies said that he felt more respect from students as a substitute than he did as an art teacher on the Extended-Day program.

Extended-Day teachers were asked what they felt was the greatest benefit to the Extended-Day program. The majority of teachers pointed to the in-depth coverage provided in the specialty subjects, subjects which they felt were often slighted in the traditional classroom. Teachers reported that they could implement the state core curriculum in these curricular areas more thoroughly because they were concentrating on fewer subjects. Teachers also felt that there was more efficiency in their teaching on the Extended-Day schedule because they were forced to cover subjects in an allotted time. Several teachers commented that they were better teachers because they had a subject or subjects to concentrate on and were accountable for the students learning their subject. Teachers also felt that the students benefit from dealing with a number of teachers and learning how to work with a number of different personalities. Several teachers said that the Extended-Day program helps students to become more responsible. Sixth grade teachers in several school commented that they felt, and had heard reports from middle schools, that their students adjusted more readily to middle schools because they had already experienced changing classes and working with a variety of teachers.

Teachers were also asked what they felt was the greatest disadvantage to the Extended-Day program. Lack of a close relationship to the students and not knowing students and parents well were frequently mentioned problems. Teachers in areas where students were perceived to be abused or neglected at home, were concerned that the students needed more nurturing or contact with a supportive teacher. The need for more nurturing was also considered a problem for first and second graders. The number of students seen on a daily or weekly basis was considered a disadvantage, as was the length of the school day for teachers on extended contracts.

The space and existing physical facilities were also considered a disadvantage for the Extended-Day program. Many teachers commented that their rooms or furnishings were not designed to handle the subject matter or number of students, i.e an art teacher with a room full of individual desks when tables would be more conducive to the subject and the number of students assigned to her class. Several teachers had problems because they taught specialty subjects to a wide range of ages during the day, but only had furnishings for one age group, i.e. first graders were sitting in chairs designed for sixth graders. One teacher commented that his principal had assigned class loads without considering furnishings and that he had 41 students in his specialty classes but only had desks for 35 students. A few schools had not been able to obtain or had not been willing to obtain materials for specialty subjects, and therefore teaching those subjects was difficult. For example, a science teacher found that he was to start the year with only a few magnets as his science equipment. In other schools, principals and teachers had worked together to obtain grants for these resources and actually had equipment for science, music and art which represented state of the art teaching.

A number of teachers had experience teaching core and specialty classes and gave a variety of insights on the differences between the two types of classes. Some teachers preferred teaching a core and a specialty, because they enjoyed the variety of subjects covered. Others felt that a double core was much easier because they were able to teach the same information twice, with one preparation, but were able to improve in the afternoon anything which had not worked well in the morning. Teachers who taught only specialty classes seemed to have more stress. On some Extended-Day schedules, a specialty teacher would teach the same subject matter six times a day and see 180 students a day, plus assist a core teachers for one or more subjects. For some teachers, especially P.E. and music teachers, this was stressful.

Although teachers were very willing to talk about the weaknesses of the Extended-Day program, the majority of teachers interviewed were very enthusiastic about the education that they were providing to students and the benefits of the program. It appeared to the investigators that teachers were more positive in interviews than they were on written questionnaires.

One of the greatest strengths mentioned frequently was the salary incentive. Another interesting aspect of the program was it's flexibility. Not only did we observe a variety differences in implementation, (sometimes within one school), we were impressed by a recital of how the program had evolved over the years of its implementation. The faculties appeared to be working together to make changes to improve the program for their particular situations, making Extended-Day more of a dynamic process than a static program.

OBSERVATIONS AND STAFF INTERVIEWS

School observations and interviews were conducted during the Spring of 1989. An observation team visited each school included in the sample. The observation team followed a structure format, including interviews with the school principal, custodial staff, office staff, media personnel, kitchen staff, and a sample of students and teachers. All interviews were conducted using questionnaires with open ended questions. Classes observations were conducted using a structured observation form.

Custodial Staff Interviews

The number and work hours of custodial staffs differed from school to school. In the majority of schools, custodial work hours had changed with the implementation of the program. Usually the head custodian started early on the Extended-Day program than previously. Several custodians were working split hours, coming in early to get the building ready for the day, leaving sometime during the day, and returning to clean. In one-half of the schools, extra help had been hired when the program was implemented. When asked about the changes or challenges of working on the program, custodians said that specialty rooms were harder to clean because of the number of students in them daily, that there was some increase in wear on the building, and that they use more supplies, i.e. paper towels, soap and cleaners.

Office Staff

In the majority of Extended-Day schools, no extra office staff had been hired to help with the office, but the hours of existing staff had been increased. The office staffs said that there was an increase of use and wear, especially on office equipment. Office work had increased because they had to spend time developing and maintaining systems to keep track of students. Because of the complexity of the Extended-Day program, and the number of times which students moved each day, their greatest challenge was knowing where a student could be found if a parent came to pick them up.

Media Center

Media centers ranged from 3,000 books to 11,500 books. All media centers included audio visual equipment, such as film projectors and video machines. Student visits to media centers ranged from 15 minutes once a week to 30 minutes twice a week. Less than half of the schools had added more books because of the increased student load. Approximately half of the media personnel felt that the wear of the books had increased because of student usage. Only three schools had added additional help when the Extended-Day program was implemented.

Kitchen Staff

Kitchen staffs interviewed served from 250 to 760 lunches each day. Preparation time ranged from three to five hours. In over half of the schools, kitchen staffs felt that there had been changes in their jobs because of the extra workload, however the majority had not increased hours or help, nor did they see any extra wear on equipment.

Principal Interviews

All Extended-Day principals were positive about their programs. Scheduling students into programs and the length of the day were their greatest stressors. All principals expressed pride in the work of their teachers, especially the specialty teachers, and felt that students were getting a better education on the Extended-Day program. The split of student arrival and departure had generally reduced traffic problems in front of the school, which the principals felt was a positive aspect of the program. These principals did not feel that discipline was as much of a problem as their teachers did, although several did mention that they had had to design schoolwide discipline programs and work to standardize rules.

Extended-Day principals varied in their awareness of the details of their particular program. Some principals had obviously spent time observing classes and were aware of teacher activities and student schedules. Others were less able to explain the various specialties, student schedules, and details of the program.

Student Interviews

We chose to select students for interviews by a method which would least disrupt classes. The interviewer first observed the classroom, then chose students using a random number scheme, tied to their seating assignments. Students were taken into the hall or in the back of the classroom, and ask several questions concerning their feelings about school and about the Extended-Day program specifically. The majority of interviews were conducted in grades four through six. In order to avoid duplication, students were chosen from only core classes.

We asked students what they felt was good about their school. The majority of students mentioned teachers, principals, lunch and math. Approximately a fourth of the students in each school mentioned Extended-Day or the specialty classes as the aspect of their school which they considered to be good. When stüdents were asked what they would like to see changed about their school, we got answers like "better lunches", "wear shorts", "less grumpy teachers". In each school, one or two students said they would like smaller specialty classes or a change in a particular specialty class (i.e. longer art, less science).

Students expressed a variety of comments about the Extended-Day program. The majority felt that they learned more in their specialty classes and expressed preference for a specific class. They generally felt that they did not get confused on the schedule, but some of the late students wanted to get out of school earlier. The overwhelming majority of students felt that they could receive help from teachers in either their core or specialty classes.

Classroom Observations

In Extended-Day schools, the observation team visited both core and specialty classes. We attempted to see each type of specialty class taught in a school. Core classes generally appeared very similar to traditional classes. Students were involved in seatwork, in reading groups, or in large group direct instruction with a teacher. Occasionally, we observed some form of individually paced learning, as evidenced by learning centers or special work folders on students' desks. In several classes, students were giving oral reports. However, in the majority of core classes, the instructional mode was one of teacher monitoring student work or delivering instruction to a small or large group.

Specialty classes were much more diverse. Art classes were most uniformly and visibly taught according to a curriculum. If one traditionally thinks of art as holiday crafts completed after other work is done, art in the Extended-Day school is much different. Teachers were almost always observed teaching an art principle and making an assignment in connection with that principle. Art work displayed around the rooms and in the hall evidenced that this instruction was not just for our benefit. Several art teachers showed us the files of projects which they had compiled to compliment the state core curriculum. These files represented hours of work before the implementation of the program, and, after implementation, hours of work on their own time. Art teachers ranged in experience from a teacher with a master's degree in art history to several who had received their assignment because "no one else would take it."

Music classes were also interesting and of high quality. As with art teachers, the music teachers were very diverse in their background, experience, and inclination to teach music. Some teachers had degrees in music or worked as professional musicians in a second job, while others felt that they had been literally forced to take the assignment. All schools had additional equipment, ranging from Orff instruments and risers for choral groups to music synthesizers and cd players. One school had obtained an arts grant and applied the funding to music equipment which would make any high school music teacher jealous, xylophones and a synthesizer for computerized accompaniment. The majority of music teaching involved performance, both vocal and instrumental. Approximately half of the music rooms had evidence of state core curriculum objectives, including charts of objectives or files of materials.

P.E. specialty classes varied in the type of activities we observed. In the majority of classes, students were working on physical skills like ball handling, or were involved in fitness activities. Several principals expressed concern that the P.E. class could easily deteriorate into games rather than into instruction. P.E. classes created problems in schools where the lunchroom was the sole P.E. facility, because the time when specialty classes were held coincided with lunch preparation and cleanup. For this reason, P.E was sometimes included in the Core class, similar to a traditional school. Several older schools had previously added a new cafeteria which freed an older multipurpose room for P.E. One school had built a new gymnasium specifically for the Extended-Day program, while another had combined two open classrooms for their P.E. facility. Several teachers used the playground as the P.E. facility in good weather and planned P.E. activities which could be held in a classroom when the weather did not permit them to go outside. P.E. and Health were often combined into one specialty class, and when a P.E. activity was not possible, Health was taught.

Of all the specialty subjects, we experienced the most diversity in the science classes. We observed lessons which varied from a class of 45 students dissecting chicken wings to a class of 60 students taking turns reading aloud from a science book. Over half of the science rooms observed had displays beyond what we would consider ordinary, including stuffed birds and animals. One school had, with the help of the community, developed an outdoor laboratory surrounding a wildlife pond. Science teachers varied in their background and desire to teach science. However those teachers without a science background did not seem to feel that they had been forced into their assignment. This may be because science is perceived as dependent on teacher knowledge rather than talents, such as music or art. In the eleven schools, the class dissecting chicken wings was the only class where we observed students actively participating in a science activity, although there was some evidence, i.e. the wildlife pond, that other classes did participate in such activities. Science classes were the only classes we observed watching movies. In over half of the schools, the science classes were watching movies sometime during the day of our visit.

Several Extended-Day schools included Social Studies as a specialty class. In Social Studies classes, we observed students constructing diaramas of colonial villages, and preparing reports on an individual basis. Although Social Studies teachers did not have special credentials, they chose or accepted their assignment as a part of the curriculum which they could easily handle.

Several schools had other types of specialty classes, including computers, creative writing, Spanish, and problem solving. Such classes were observed to be well organized and well taught, which may be because a teacher talent had created the program in the first place.

Generally, specialty classes were large and teachers were observed using microphones to handle noisy activities such as art. Our observers commented on student behavior in these large classes. Students in the back of large classes were sometimes off-task and these classes were noisier than others we observed. At least three times observers left classes because they could not stand to watch the behavior of the students.

General Impressions

The curriculum of the Extended-Day schools is generally impressive and, in the majority of schools, students are being exposed to a broad variety of subjects. The schools generally "feel" crowded and the amount of student movement does tend to subtly change the atmosphere of the school. In almost all schools, students were required to carry all personal material, including coats and boots from class to class, which lent an air of confusion. In schools where this was not necesary, movement was generally easier.

Students in most of the classrooms were generally on task, with few previously noted exceptions. The larger classes generate more noise, especially those classes involved in activities.

SECTION III.

PROGRAM COMPARISONS, ACHIEVEMENT DATA, COST ANALYSIS SUMMARIES AND RECOMMENDATIONS

PROGRAM COMPARISONS

Because similar data was collected on both the Extended-Day program and Year-Round Education, it is possible to compare the programs. This comparison is not made in order to determine the one "best" alternative for Utah schools, but to assess the comparative strengths and weaknesses in each program. As school districts make decisions about which program to implement, administrators need to make decisions based on which program will fit the unique needs of patrons, teachers and students.

PATRON COMPARISONS

Patron questionnaires were designed so that comparisons between the two programs could be made on all but five items. These five items referred to characteristics unique to each program.

The first significant difference in patron responses concerned patron request for track/session assignments. The majority of Extended-Day patrons (57%) had not requested a session, and of those who did request a session, 97% received their first choice. The majority of Year-Round patrons (88%) had requested a track and 93% of those requesting a track received their first choice. The difference in requesting patterns reflects the relative ability of the programs to accommodate requests. Session assignment in many of the Extended-Day programs is dictated by bussing schedules. In Year-Round schools, school strive to honor parental request as much as possible and bussing schedules remain the same for all tracks. When asked if they were satisfied with their track or session, responses of the two groups were significantly different. These differences occurred in the extent of their expression of satisfaction. Approximately ninety-one percent of both groups agreed that they were satisfied with their track/session assignment. Eleven percent more Year-Round patrons strongly agreed that they were satisfied than did Extended-Day patrons. (p=.0013)

PATRONS REQUEST TRACK

	NO	YES/1ST CHOICE	YES/2ND CHOICE	SIGN.
ED	56.5	43.3	1.2	P =.000
YR	12.4	81.1	6.4	

On two other items, statistically significant differences occurred in the extent to which the patrons expressed agreement to a statement. When asked if they were satisfied with the implementation of the program in their school, approximately the same percent from each group indicated that they were satisfied, however more Year-Round patrons (11%) strongly agreed than Extended-Day patrons. (p=.0015) Eleven percent more Year-Round

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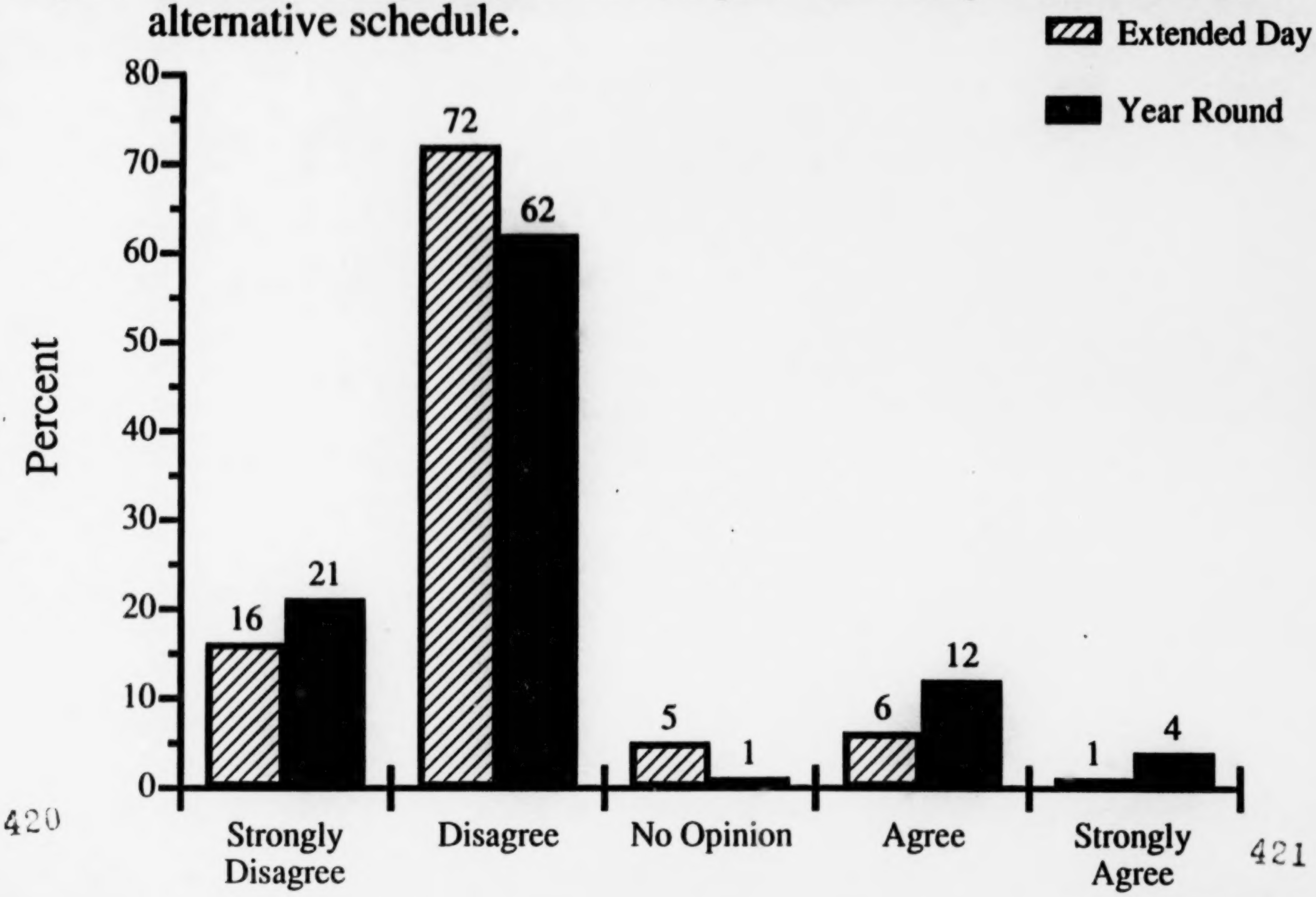
patrons strongly disagreed with the statement "The disadvantages of Year-Round Education outweigh the benefits", even though the percent in total disagreement with this statement were similar in both groups (73% Extended-Day, 77% Year-Round). (p=.000)

Item		Strongly Agree	Agree	(Total Agreement)	Sign.
Satisfied with Track/Session	ED	32.1	59.0	(91.1)	P=.013
	YR	44.5	47.0	(91.6)	
Satisfied with Implementation	ED	20.2	65.8	(86.0)	P=.0015
	YR	31.3	53.0	(85.1)	
Benefits over Disadvantages	ED	16.8	56.2	(73.0)	P=.000
	YR	28.5	48.7	(77.2)	

When asked about changes which the program created for their family, both groups expressed positive attitudes about their respective programs. However, twice as many Year-Round patrons found it hard to adjust their family schedule to the Year-Round program (16% Year-Round, 7% Extended-Day). (p=.000) More Year-Round patrons were unhappy about changes which their family had to make to adjust to the program (10% Extended-Day, 15% Year-Round). (p=.000) More Extended-Day patrons expressed "no opinion" concerning changes in day care (25.9% Extended-Day, 18% Year-Round). While Year-Round patrons reported no change in day care problems by a ratio of 3.8 to 1, Extended-Day patrons were even more positive, reporting no change by a ratio of over five to one. (p=.0045) Finally, when asked about conflicts with extra curricular activities, Year-Round patrons reported no conflicts between the Year-Round calendar and their child's extra curricular activities in a ratio of four to one. For every Extended-Day patron who reported conflicts with extracurricular activities, seven patrons indicated that they found no conflicts. (p=.000)

On several items concerning patrons' perceptions of their program compared to traditional school, Year-Round patrons were significantly more positive. Twice as many Extended-Day patrons felt that their child's opportunity to learn was less on their

Q19. We have found it difficult to adjust our family schedule to the alternative schedule.



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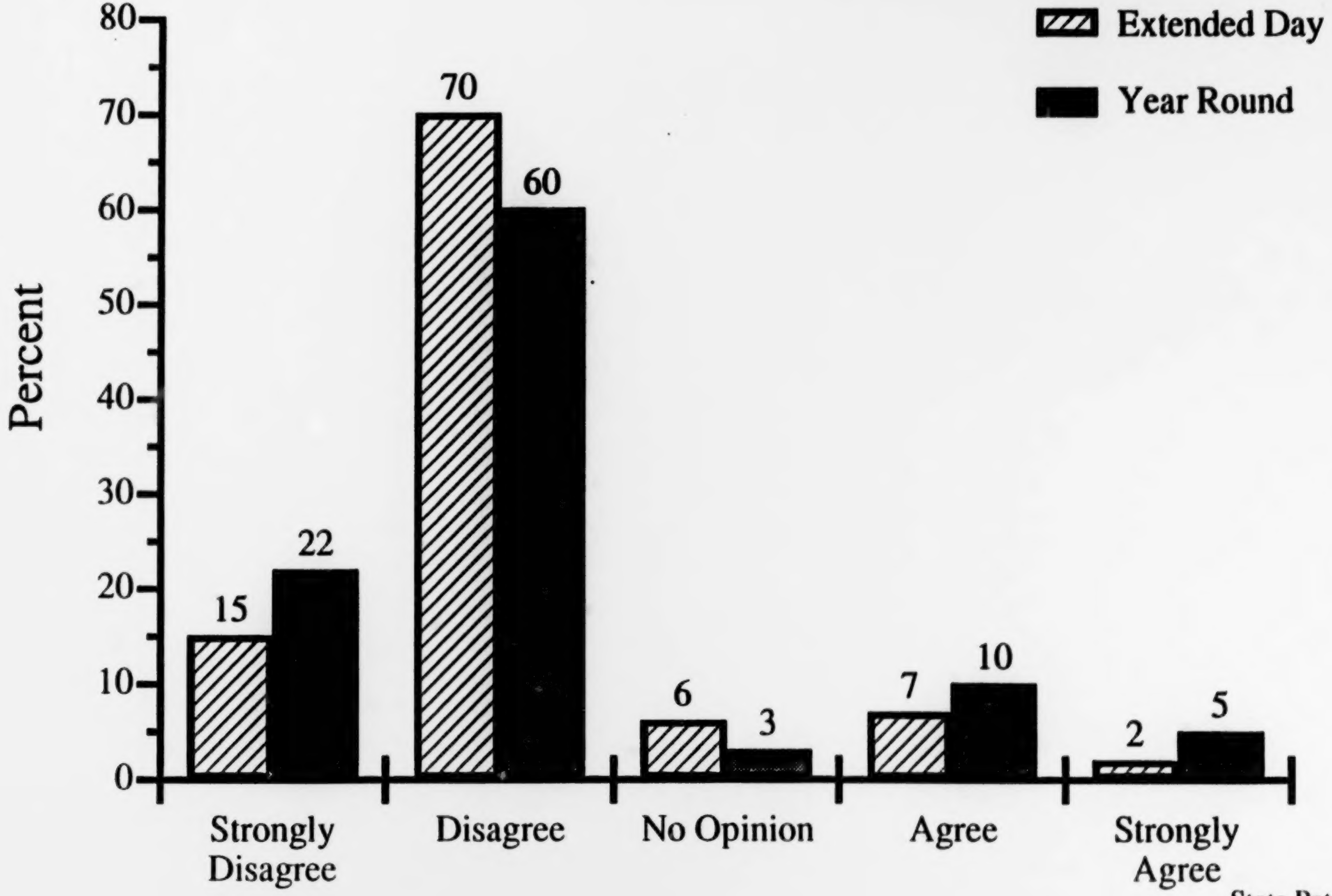
Q18. I am unhappy about the changes we have had to make in our family schedule to accommodate the alternative schedule.



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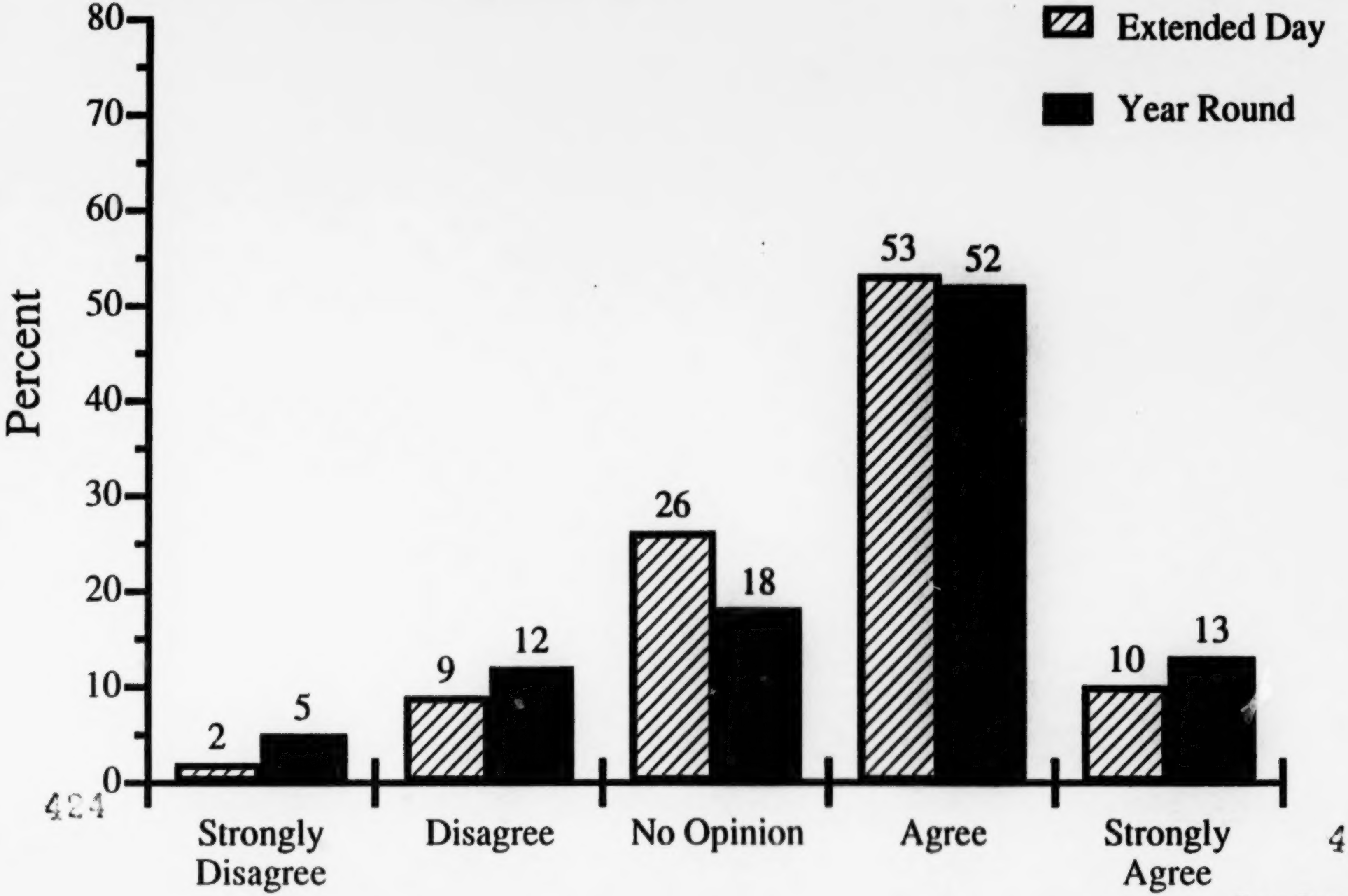
Q17. Day care in our family has not been any more of a problem with the alternative schedule.



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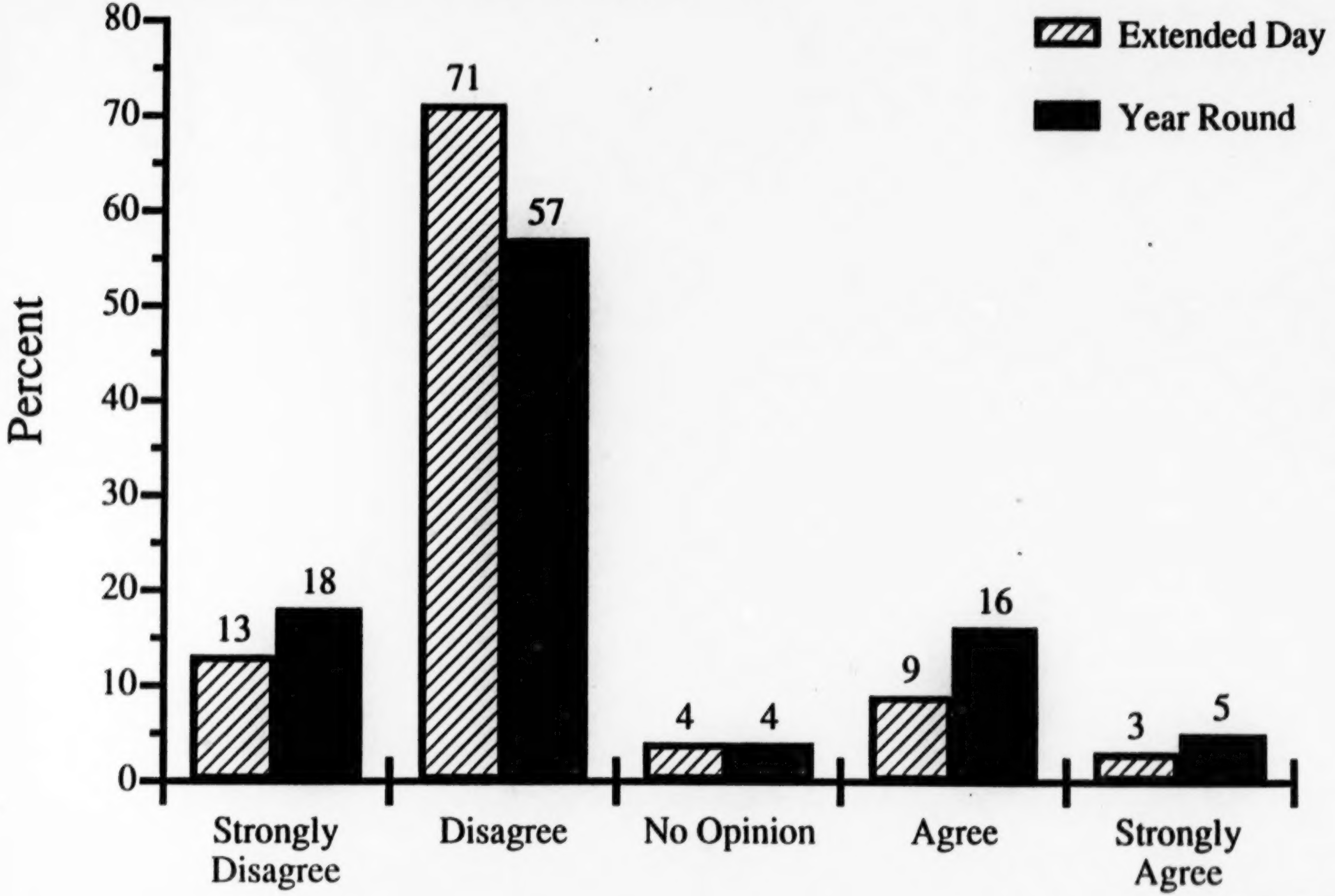
Q16. The alternative schedule conflicts with the extracurricular activities my child participates in.



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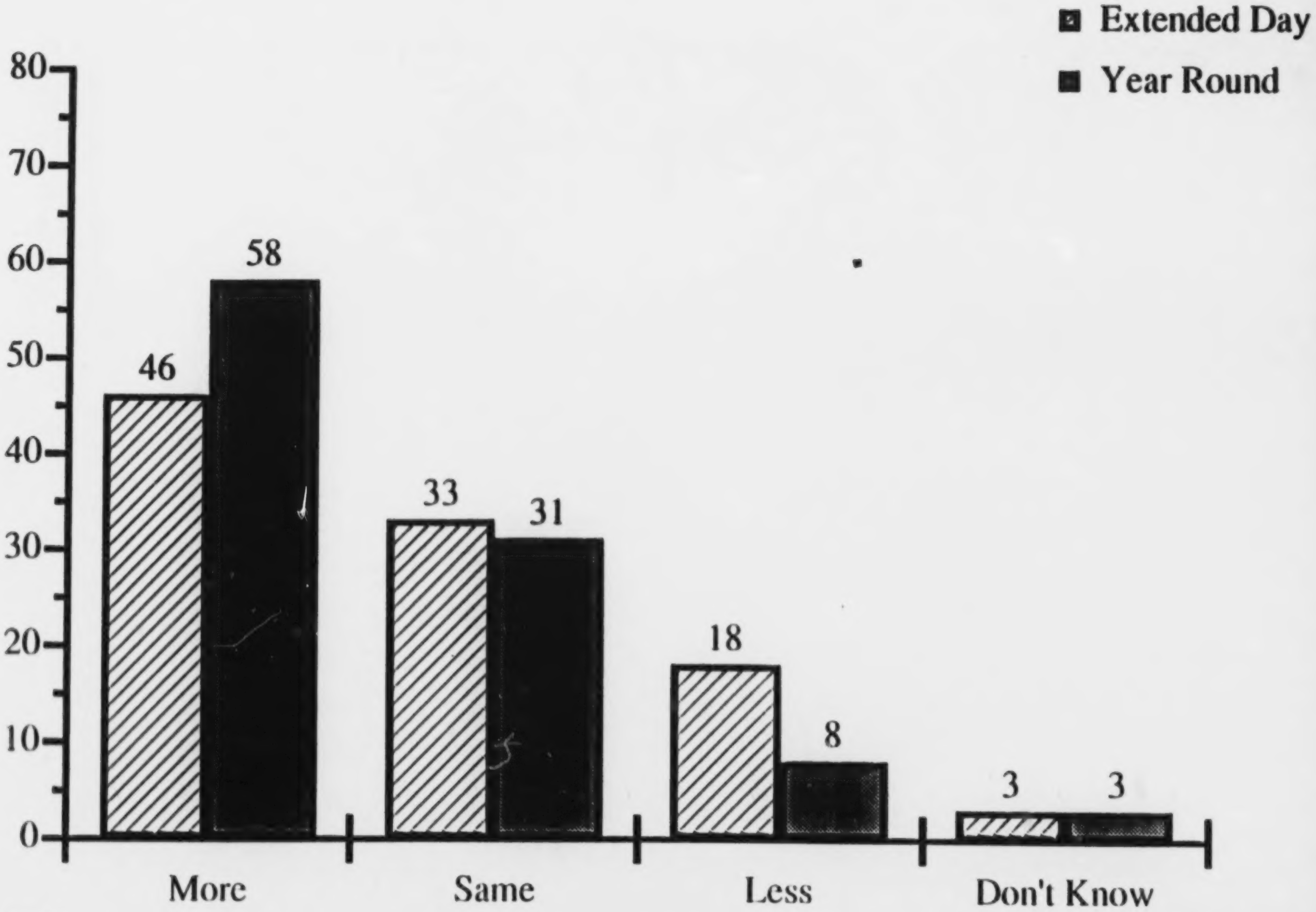
program (18% Extended-Day, 8% Year-Round). (p=.000) When asked about the quality of their school on the Year-Round calendar compared to the traditional calendar, seven times as many Year-Round patrons felt school was of better quality than felt it was of lesser quality. Three times as many Extended-Day patrons felt that the Extended-Day was of better quality than felt the program was of lesser quality.

Of the patrons expressing opinions concerning teacher burnout on their program, four times Year-Round patrons reported less burnout than reported more, while two times as many Extended-Day patrons felt there was more burnout than less. (p=.000) When comparing the individual attention their child receives, almost four times more Extended-Day patrons than Year-Round patrons felt that there was less individual attention on their program (38% Extended-Day, 10% Year-Round). (p=.000) Similarly, almost four times as many Extended-Day patrons as Year-Round patrons felt that there was less of a relationship between their child and the teacher on their program (33% Extended-Day, 9% Year-Round). (p=.000)

Three times as many Extended-Day patrons felt that their child's teacher was less willing to work with them than did Year-Round patrons (15% Extended-Day, 5% Year-Round). (p=.000) Three times as many Extended-Day patrons felt that their school was more crowded than did Year-Round patrons (30% Extended-Day, 10% Year-Round) and twice as many Year-Round patrons felt their school was less crowded (23% Extended-Day, 48% Year-Round). (p=.000) Finally, four times as many Extended-Day patrons felt that they were getting less information about their child's progress than Year-Round patrons (26% Extended-Day, 6.5% Year-Round). (p=.000)

When asked to give an overall evaluation of their program, Year-Round patrons were fourteen percent more positive than Extended-Day patrons. Seventeen percent more Year-Round patrons than Extended-Day patrons reported that they were very positive. Twice as many Extended-Day patrons were neutral about their program than were Year-Round patrons. (p=.000) Year-Round patrons are six

Q27. Your child's opportunity to learn.



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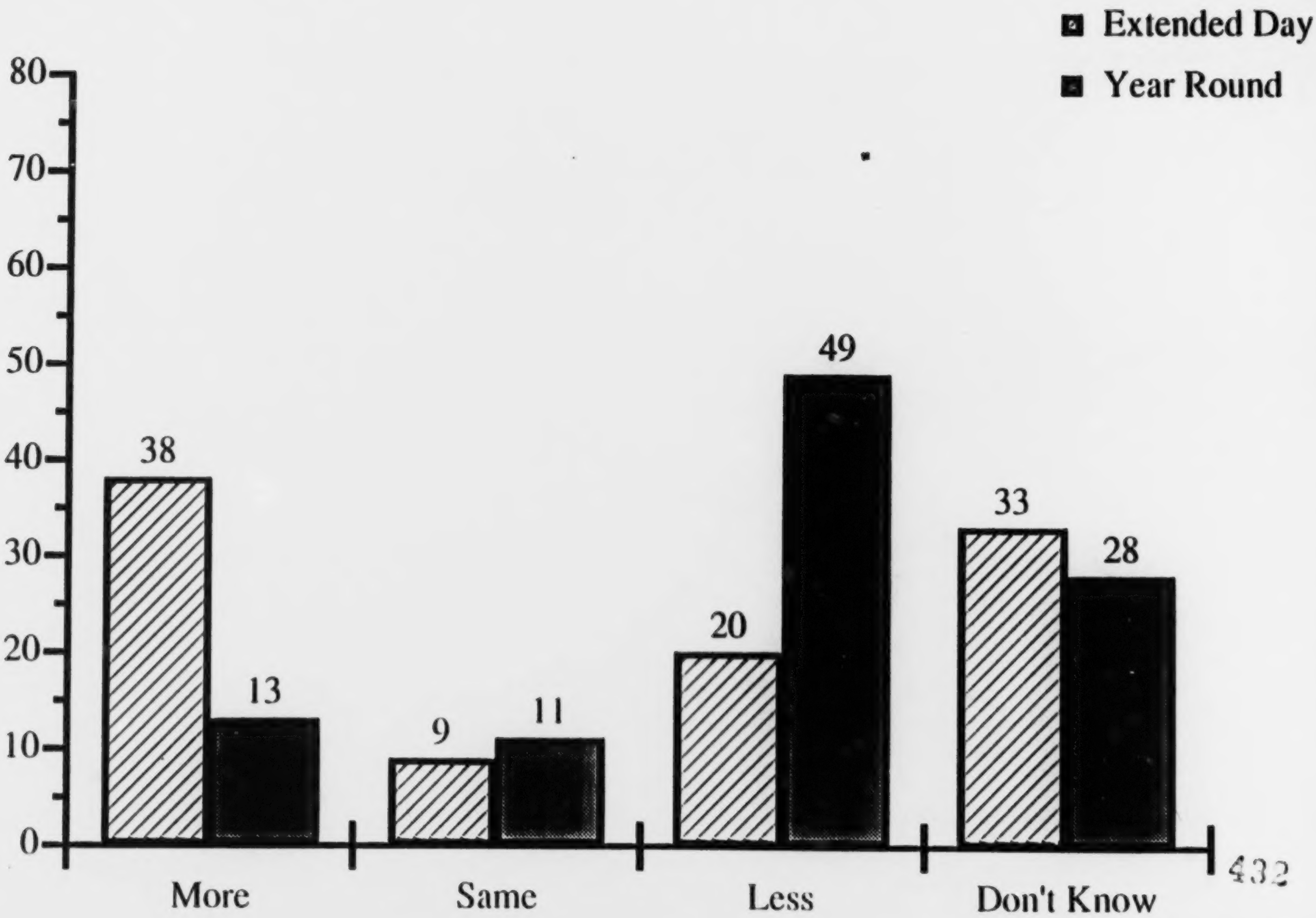
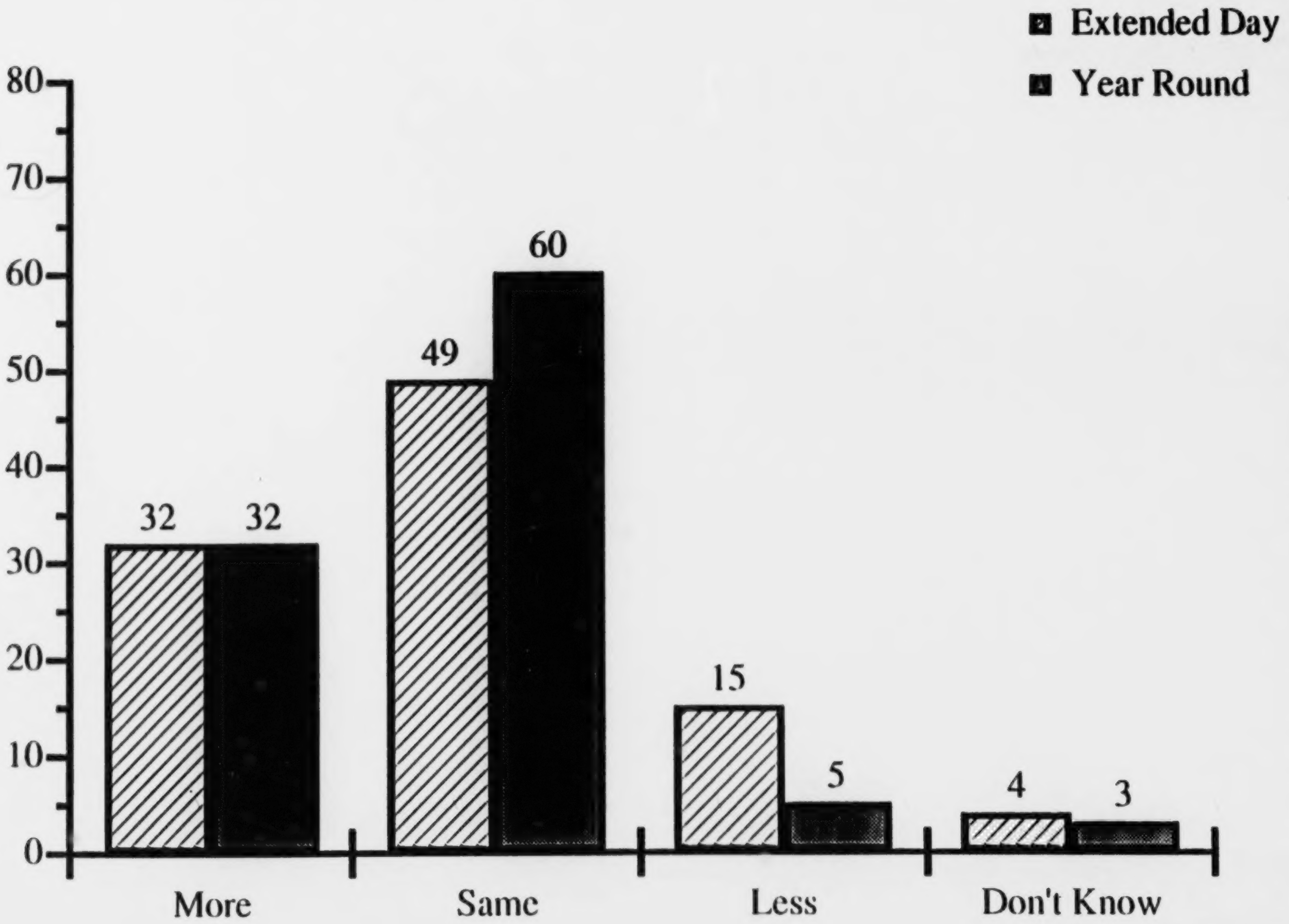
Q30. The amount of teacher burn-out.



State Patron Survey

Q33. How willing your child's teacher is to work with you.



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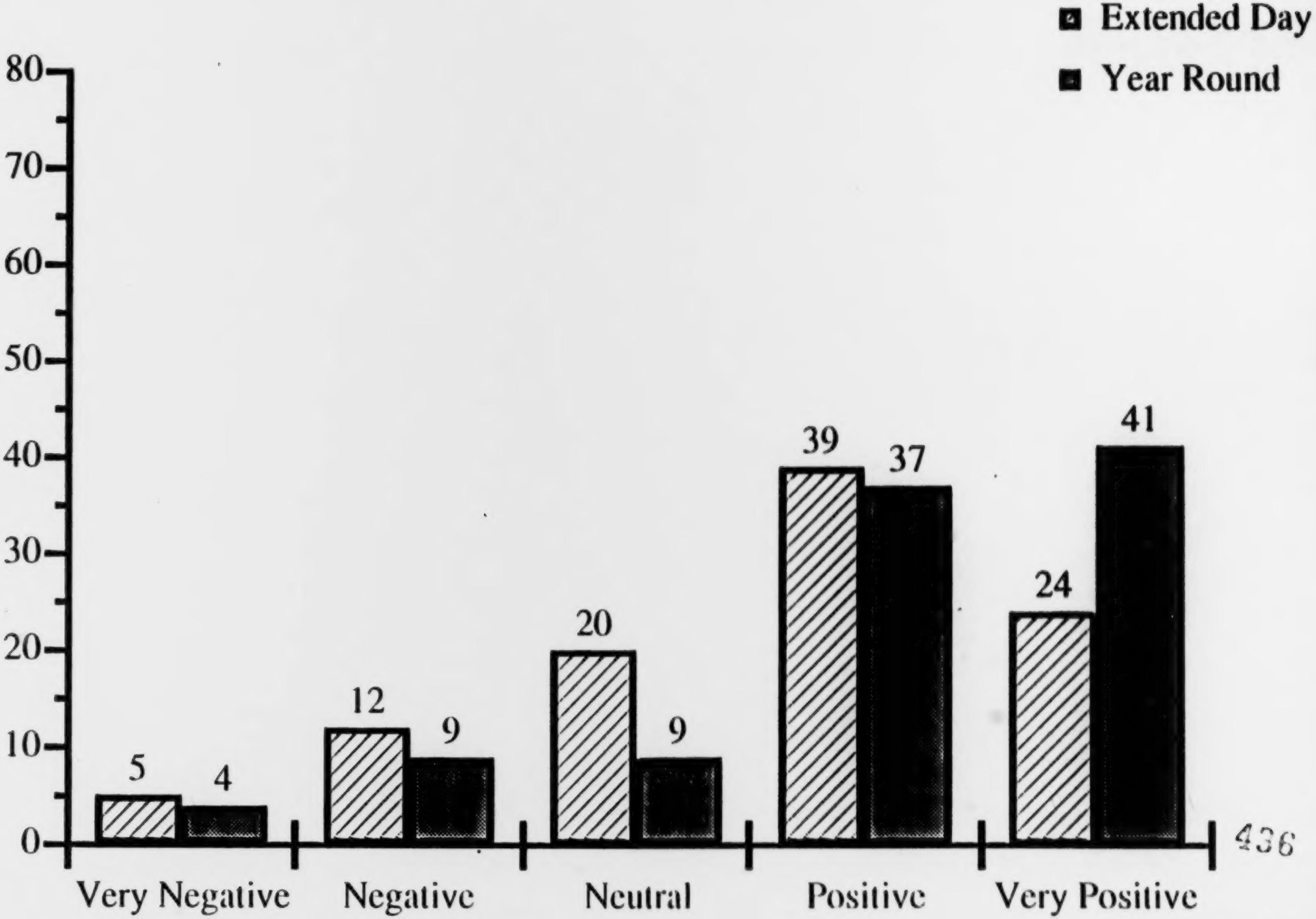
Q36. What is your overall evaluation of the new program?



State Patron Survey

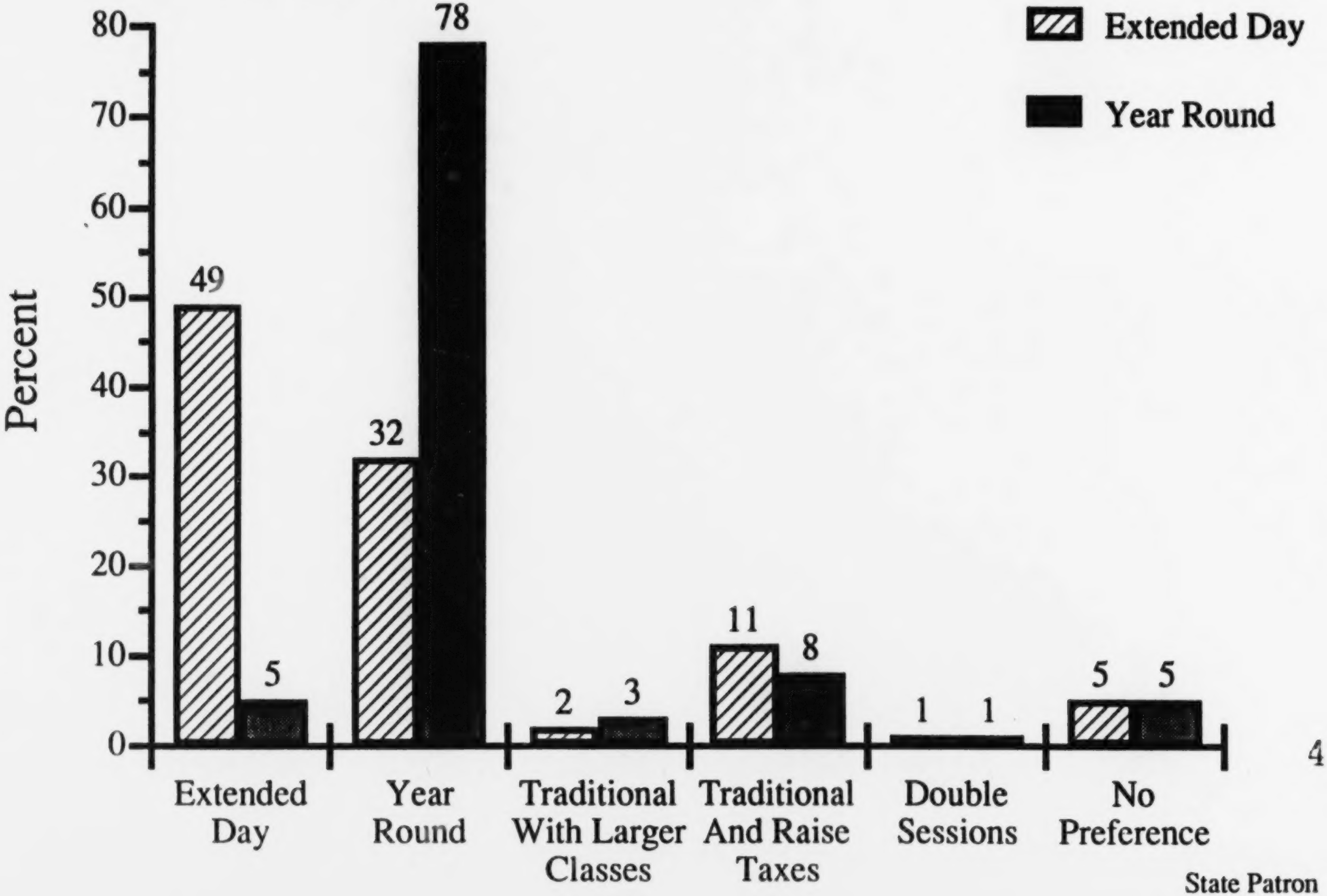
times more positive than negative about their program. Extended-Day patrons are four times more positive than negative about Extended-Day.

Finally, significant differences were found when we compared the patrons' choices of solutions for housing students. Twenty-nine percent more Year-Round patrons chose Year-Round than Extended-Day patrons chose Extended-Day (49% Extended-Day, 78% Year-Round). Extended-Day patrons were almost seven times more likely to choose a Year-Round program than Year-Round patrons were likely to choose an Extended-Day program.

Summary

The majority of both Year-Round and Extended-Day patrons are positive about their respective programs and report few problems with the program for their families. However, there are some significant differences. When responses of Year-Round patrons and Extended-Day patrons are compared, Year-Round patrons report more problems with aspects of the program which relate to family life, i.e. dissatisfaction concerning changes in their family schedule, day care problems, and conflicts with extracurricular activities. On factors related to the school and the educational process, Year-Round patrons rated the Year-Round program more favorably than Extended-Day patrons rated their program. For example, more Extended-Day patrons than Year-Round patrons perceived more burnout, less individual attention, less opportunity to learn, reduced relationship between child and teacher, and more crowding. More Year-Round patrons than Extended-Day patrons gave their program a positive rating.

Q37. Which possible solution to the growth problems in your district would you prefer?



State Patron Survey

TEACHER COMPARISONS

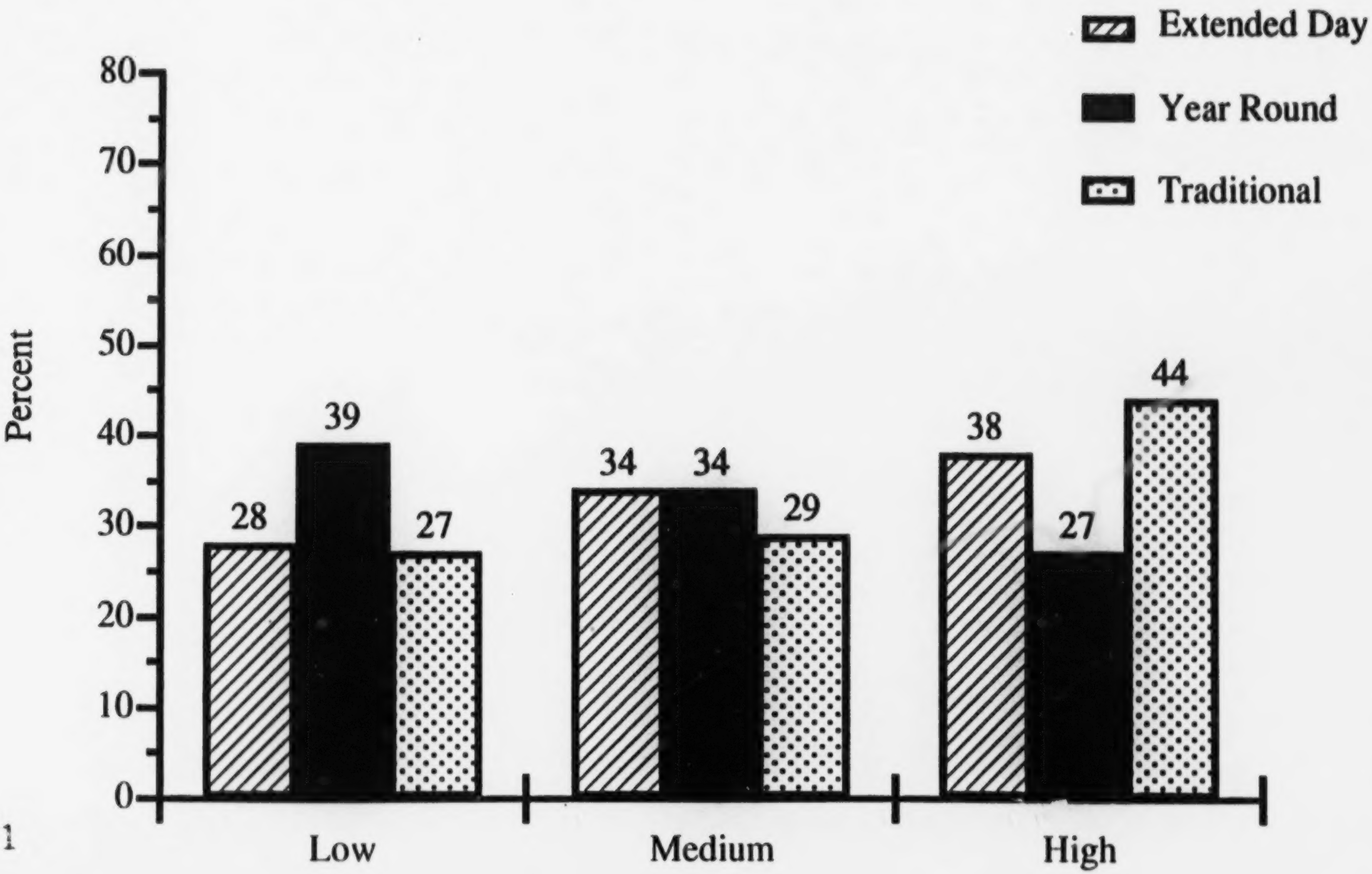
As previously discussed, two questionnaires, the Maslach Burnout Inventory (MBI) and a questionnaire designed specifically for this evaluation were administered to teachers in all sample schools. In order to more closely assess what level of stress could be attributed to the alternative program, we surveyed a random sample of teachers in traditional settings. Teacher lists were obtained from nine of the participating districts and teachers were chosen at random to receive a questionnaire. The MBI and an appropriate version of the second questionnaire (minus items with specific references to schedule and calendar changes) was mailed to these teachers. A second mailing was conducted to insure an adequate response. District return rates ranged from 50% to 80%. Statewide the return rate for traditional teacher questionnaires was 66%. The data provided some interesting comparisons between the three groups.

BURNOUT

Consistently, we have heard concerns that teachers in alternative programs are more likely to suffer burnout than teachers in traditional settings. Year-Round teachers are considered at risk because they do not get a long vacation in the summer months. Extended-Day teachers are considered at risk because they work longer days and deal with more children. The sheer complexity of alternative programs and the changes necessary for program implementation have been considered to be risk factors for both groups of teachers.

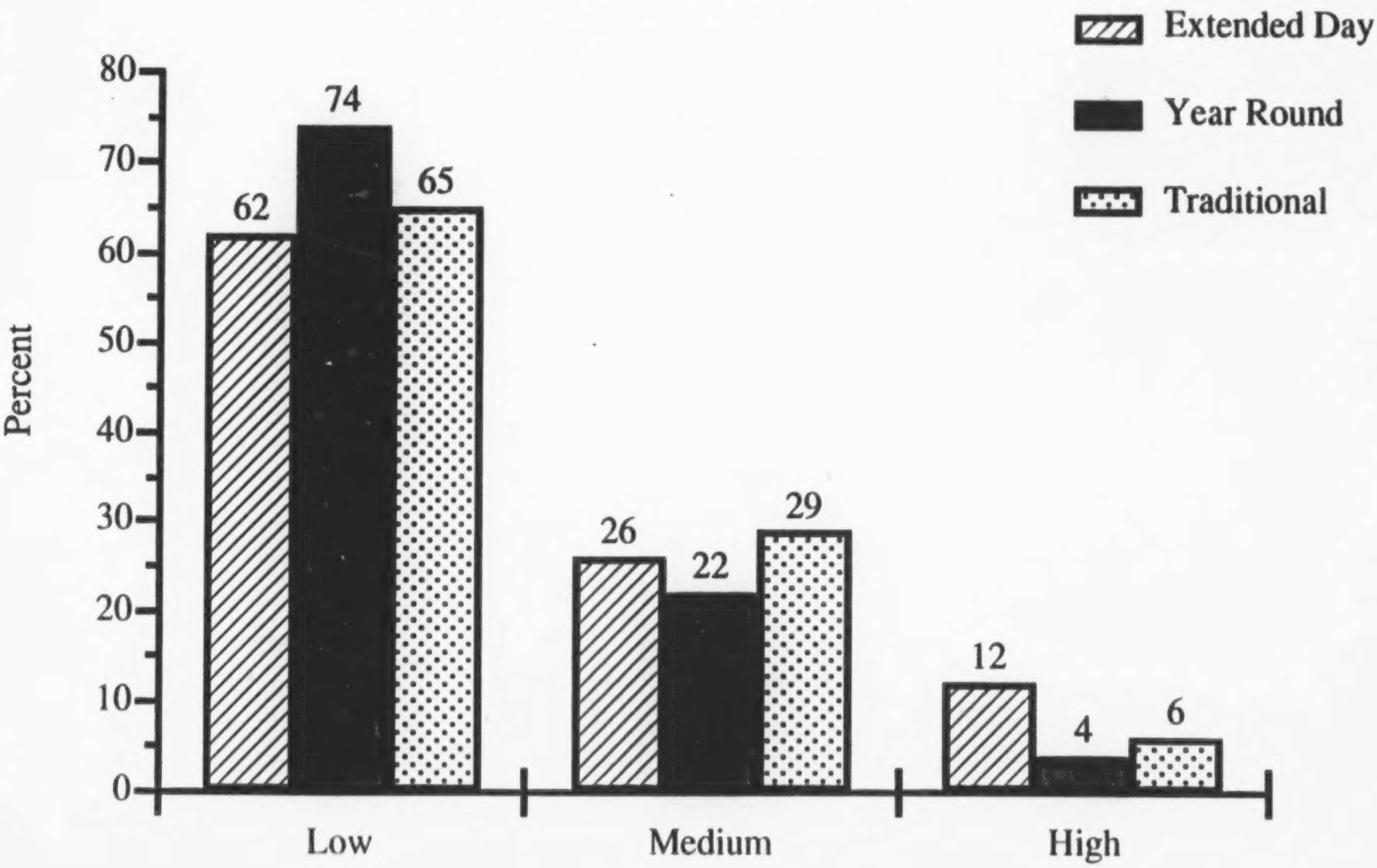
The Maslach Burnout Inventory (MBI) was used specifically to assess levels of burnout in the three groups. As previously discussed, the MBI is a standardized questionnaire used extensively for this purpose. The MBI employs three subscales, Emotional Exhaustion, Depersonalization, and Personal Accomplishment. High ratings on the first two subscales combined with a low rating on the third subscale indicate that the teacher is "burnt out". We did not expect to find many teachers who would be classified as

Emotional Exhaustion



State Teacher Survey

Personal Accomplishment



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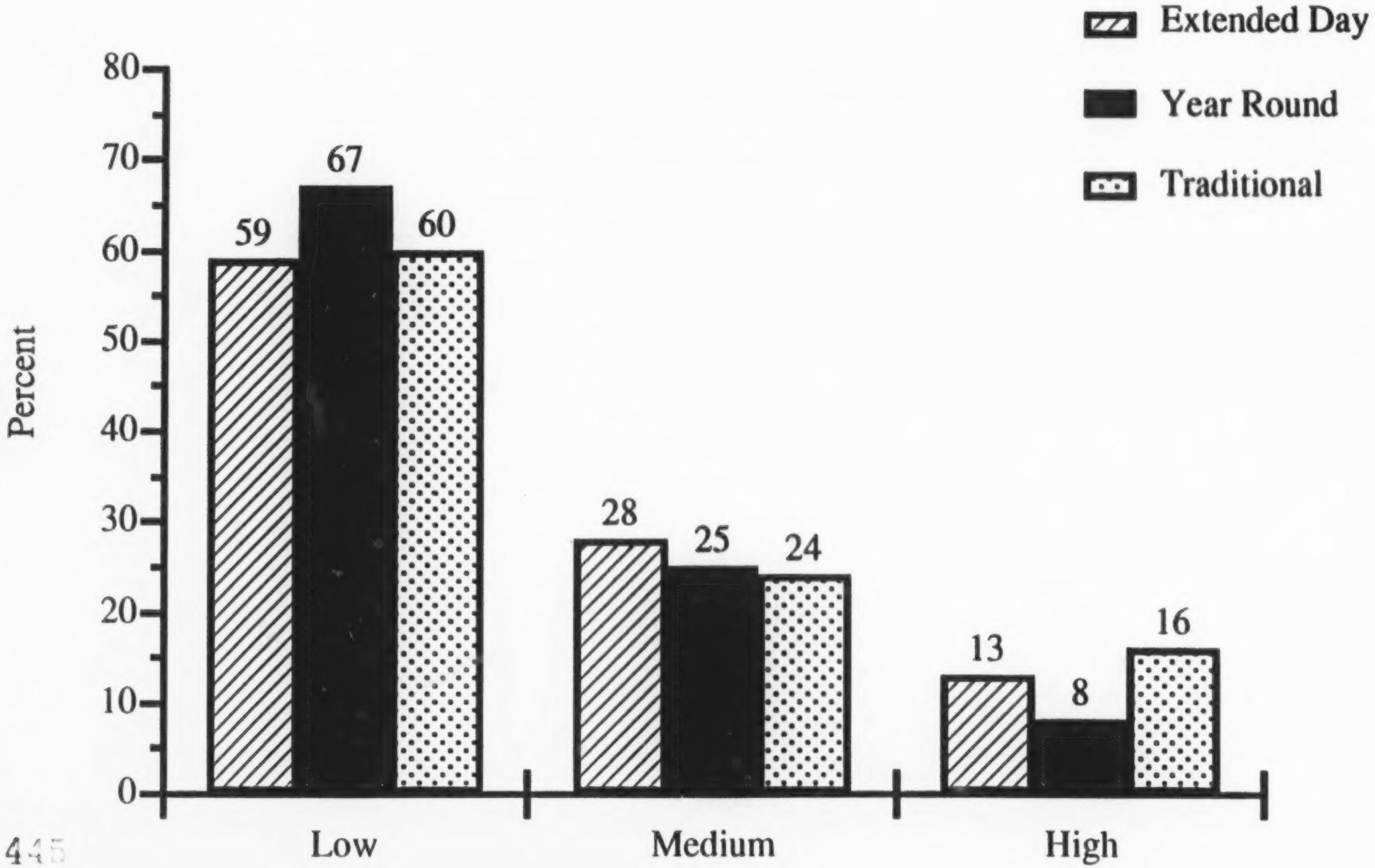
Depersonalization



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having reached "burnout". Our findings follow. For our purposes, the results of the third subscale are transposed, i.e. a high rating indicates low feelings of personal accomplishment.

NUMBER OF TEACHERS REPORTING HIGH IN ALL SUBSCALES

	Number High	Total Sample	Percent
Extended-Day	8	208	4.0%
Year-Round	5	322	1.5%
TRADITIONAL	15	308	4.8%

CATEGORY OF TEACHER RATING HIGH AND LOW ON SUBSCALES

SUBSCALE	HIGH	LOW
Emotional Exhaustion	Traditional	Year-Round
Depersonalization	Traditional	Year-Round
Personal Accomplishment	Extended-Day	Year-Round

As rated by the MBI, Year-Round teachers suffer the least burnout of the three groups, both in total scores and subscale scores. The percent of Extended-Day teachers and teachers in traditional settings reporting high on all subscales were similar, 4.0% and 4.8%. Traditional teachers rated highest on two subscales, Emotional Exhaustion and Depersonalization. Extended-Day teachers rated highest on the subscale Personal Accomplishment.

TEACHER STRESS

Similar patterns were found in data from the second questionnaire. Of eight items addressing stress related aspects of teaching, responses to six items were significantly different between Year-Round, Extended-Day and traditional schedule teachers. In order to display a comparison of group responses on these items, teachers responses to each item have been categorized as positive toward teaching and negative towards teaching.

Responses by traditional teachers ranked least positive toward teaching on four out of six items, including "Teaching is a very satisfying career", "I feel I have control over the teaching methods and curriculum in my classroom", "Working with other teachers in our school is difficult", and "I feel that I am expected to accomplish more with my students than it is possible to accomplish". Extended-Day teachers responded least positively of the three groups to "I feel isolated from other teachers in my school." Year-Round teachers were never the least positive on any item and were most positive or tied for most positive on four items. Extended-Day teachers were most positive or tied for most positive on three items.

	YR POS/NEG	ED POS/NEG	TRAD POS/NEG	MOST POS.	SIGN.
Teaching satisfying	92.6/6.6	87.9/11.7	85.8/10.4	YR	P=.024
Have control	86.3/12.8	86.9/12.2	77.1/21.2	ED/ YR	P=.007
Work with teachers	87.6/9.5	89.8/7.4	80.4/17.0	ED	P=.002
Isolated	85.3/10.4	72.5/24.2	85.6/12.3	YR/ TRAD	P=.000
Expected accomplishment	52.3/41.1	59.5/37.7	38.0/56.1	YR	P=.000
Good work recognized	76.2/18.8	73.5/22.3	74.0/23.2	YR	P=.012

Year-Round and Extended-Day teachers responded to an additional ten comparable items about their particular program. Responses by the two groups were significantly different on nine of the ten items. Again, responses have been categorized as positive toward their program or negative toward their program for the purposes of comparison. Year-Round teachers responded more positively toward their program than Extended-Day teachers on eight of nine items. Extended-Day teachers were more positive about district support provided for transition to their program.

On several items, the differences between the two groups are interesting. Four times as many Extended-Day teachers responded negatively about the relationship with parents on their program as did Year-Round teachers. When asked if students were more positive on their particular program, three times as many Extended-Day teachers responded negatively. Twice as many Year-Round teachers felt that there were fewer discipline problems on their program than did Extended-Day teachers. Twice as many Extended-Day teachers responded negatively to notion that students learn more on their program. Three times as many Extended-Day teachers were negative concerning their program benefitting students. More than twice as many Extended-Day teachers responded negatively about the stress of teaching on their program than did Year-Round teachers. Finally, approximately three times as many Extended-Day teachers responded negatively when asked if they would choose to teach in their particular program.

	YR POS/NEG	ED POS/NEG	MOST POS.	SIGN.
District support	22.1/55.3	26.9/42.0	ED	P=.001
Relationship w/ parents	81.0/10.4	47.9/41.3	YR	P=.000
Students more positive	76.0/7.2	49.0/22.0	YR	P=.000
Fewer discipline problems	31.3/36.0	16.0/65.1	YR	P=.000
Students learn more	73.7/8.2	68.3/19.8	YR	P=.007
Benefitted students	83.7/5.7	67.7/18.1	YR	P=.000
Teacher stress	64.8/26.8	23.6/60.8	YR	P=.000
Choose own program	83.9/9.0	55.9/26.2	YR	P=.000

STRESS RATINGS

All three groups of teachers were asked to indicate the amount of stress which they felt concerning a number of aspects of teaching. Significant differences between the groups were found on fourteen of sixteen items. Again, responses were categorized and groups ranked according to the amount of stress they indicated. For the purposes of our ranking, three (3) represents the group indicating highest stress on an item, one (1) represents the group indicating the lowest stress on an item.

Traditional teachers were least stressed of the three groups on only one item, classroom organization and management. These teachers reported the most stressed of the three groups on eight items: student discipline, working with parents, working with other teachers, availability of resources, student attitude, academic progress of students, teaching salary, and number of students worked with on a daily basis.

Extended-Day teachers were the least stressed on four items, working with other teachers, availability of resources, teaching salary, and number of students worked with on a daily basis. For two of these items, complimentary data provides some explanation of the teachers' responses. First, we noted during our observations that a number of the Extended-Day schools had made efforts to obtain extra resources, i.e. music, art, computer, and science equipment, for their specialty classes. These efforts included the use of start-up funding as well as outside grants. The additional resources appear to have influenced the teachers rating on this item. Second, approximately 65% of the Extended-Day teachers included in this sample are on extended contracts and receive from $3,000 to $5,000 more in salary a year than they would on a traditional contract. This may have effected their stress rating.

Extended-Day teachers were most stressed of the groups on six items: planning daily lessons, diagnosing student needs, classroom organization, paperwork, testing students, and written reports to parents.

TEACHER REPORTED STRESS

tress actor	Program	No/Little	Mod.	Lg/Extreme	Rank	Sign.
tudent	YR	41.5	41.8	16.7	1	P =.000
iscipline	ED	27.7	35.8	36.5	2	
	TRAD	22.1	36.4	41.5	3	
lanning	YR	67.2	30.8	2.1	1	P =.004
aily	ED	52.1	39.4	8.5	3	
essons	TRAD	60.6	34.8	4.5	2	
orking	YR	62.1	29.0	8.6	1	P =.000
ith	ED	51.9	36.0	12.1	2	
arents	TRAD	38.9	45.0	16.0	3	
iagnosing	YR	47.2	41.8	11.0	1	P =.000
tudent	ED	30.8	43.9	25.2	3	
eed	TRAD	41.0	47.0	12.0	2	
Classroom	YR	60.8	30.6	8.6	2	P =.000
Organization	ED	49.1	36.0	15.0	3	
	TRAD	69.1	26.4	4.5	1	
Paperwork	YR	24.5	43.8	31.4	1	P =.016
	ED	17.7	36.4	45.8	3	
	TRAD	21.4	35.8	42.7	2	
Work with	YR	75.1	18.6	5.9	2	P =.049
Other	ED	76.0	20.3	3.8	1	
Teachers	TRAD	69.6	24.3	6.0	3	
Availability	YR	49.5	31.0	19.4	2	P =.000
Of	ED	61.0	27.2	11.7	1	
Resource	TRAD	43.2	29.7	27.0	3	
Testing	YR	54.4	34.6	11.0	1	P =.003
Students	ED	45.0	32.4	22.5	3	
	TRAD	45.3	38.8	15.2	2	
Written	YR	44.9	41.1	13.6	1	P =.000
Reports	ED	35.9	33.0	31.1	3	
	TRAD	34.1	46.9	19.1	2	
Student	YR	59.8	31.4	9.3	T	P =.000
Attitude	ED	54.5	36.5	9.0	T	
	TRAD	36.5	37.7	25.0	3	
Student	YR	43.8	44.0	12.2	1	P =.000
Academic	ED	32.0	46.5	21.6	2	
Progress	TRAD	25.4	49.9	24.8	3	
Salary	YR	14.9	29.8	55.1	2	P =.000
	ED	28.9	30.3	40.7	1	
	TRAD	14.9	27.3	57.9	3	
Number	YR	16.9	34.1	49.0	2	P =.014
of	ED	21.6	34.7	43.6	1	
Students	TRAD	11.9	31.8	56.3	3	

Year-Round teachers were never the most stressed on any item. They reported the least stress on eight items: student discipline, planning daily lessons, working with parents, diagnosing student needs, paperwork, testing students, written reports to parents and academic progress of students.

Program Preference

Finally, there were significant differences in the teachers' expressed preference for program. Not surprising, the majority of each group chose their current program as their program of choice. However, sizable differences occurred in these majorities. Eighty-five percent of Year-Round teachers expressed a preference for the Year-Round program. Sixty-six percent of teachers on traditional schedule expressed preference for the traditional schedule. Forty-nine percent of Extended-Day teachers expressed a preference for the Extended-Day program. Of those traditional program teachers expressing a preference other than the traditional schedule, twelve times as many chose Year-Round than chose Extended-Day (18.5% to 1.5%). Three times as many Extended-Day teachers (26.6%) expressed a preference for the traditional schedule as did Year-Round teachers (8.5%). Eight times more Extended-Day teachers expressed a preference for Year-Round as Year-Round teachers expressed a preference for Extended-Day. (2% Year-Round, 17% Extended-Day)

Summary of Teacher Comparisons

It is important to remember that the majority of teachers in all three groups expressed opinions and attitudes which were positive to towards their profession. While alternative programs may be perceived as contributing to teacher burn out and stress, traditional teachers actually expressed more stress and the percentage of traditional teachers who rated "burnt out" was greater than that of Year-Round teachers.

Fewer Year-Round teachers rated high on the MBI measure of burnout and on burnout items on the companion questionnaire. Year-Round teachers frequently expressed less stress concerning specific aspects of teaching and expressed stronger preference for their own program.

The percent of Extended-Day teachers scoring high on the MBI was similar to that of teachers in the traditional program. Two of the areas in which Extended-Day teachers expressed the least stress of any group, available resources and teaching salary, can be attributed to the implementation of the program. Stress factors for Extended-Day teachers included planning daily lessons, diagnosing students needs, classroom organization, paperwork and written reports to parents.

On items which could only be compared between Extended-Day and Year-Round teachers, Year-Round teachers were generally more positive. Differences between the two groups were greatest on the items about discipline problems and the alternative program being more stressful than a traditional program.

ACHIEVEMENT DATA FOR EXTENDED DAY AND YEAR-ROUND SCHOOLS

One of the most important issues to patrons in evaluating the innovations implemented in schools is their effect on student achievement. The use of standardized test scores to represent the achievement of students has become a commonly accepted practice. For most parents and teachers standardized test scores are the measure of achievement. For this reason and because few other measures of achievement were available to us which had any common characteristics across districts we also will use standardized test scores as the measure of academic achievement.

In securing achievement data from schools we promised that no data would be specifically traceable back to an individual school from the portrayal of the data in the state report. Therefore, only the most general academic achievement issues will be addressed in the state report. Such a general approach is sufficient to answer the important question frequently raised by patrons, i.e. "What effect on academic achievement does the implementation of an extended day or extended year program have?" This question is the focus of this section of the state report.

Before answering this question, however, several concerns arising from the nature of the achievement data must be addressed. First, the several districts involved in the state sample did not always use the same test, or give it in the same grades, or give the test at the same time of the year or use the same norms. Thus, we received scores for the schools from the several districts involved in the study which differed importantly because of these factors. These scores could not be simply aggregated in a single analysis as though they were numbers which all had the same basis for interpretation. Therefore, we needed to devise a method for aggregating the data to allow a general comparison across districts which was not directly dependent upon the assumption that the numbers used had the same characteristics or basis for interpretation.

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The solution to the problem caused by the differences listed above regarding the achievement tests was to use each school as its own control. Thus, the critical assumption which should be true of most schools is that their testing program has not changed during the several years before or since the implementation of their new schedule. That is, the same test was given to the same grades at the same time of the year and compared with the same norms for the duration of the time covered in the achievement data provided for analysis. This was true of the majority of the schools and districts in the sample. However, it was not true of all. What are the implications when this assumption is not true?

If the district or school has changed the time of year when they administer the test, but they administer the same test and use norms created in the same year, the best characterization of the situation is that the school average against the national norms for that time of the year will not change appreciably, and any changes are as likely to be in one direction as the other.

If the district or school has changed the norms used, but the test remains the same, the tendency will be for the school average to go down when compared against the new norms because the older that norms become the more likely that the actual national average on the test will be more than the fiftieth percentile. When norms are new, the national average by definition is the fiftieth percentile. Thus, when comparing data in a series with a change in the norms used, it is likely that a school's average will fall off some at the time the new norms are implemented. When we are looking for differences in a positive direction to not adjust the data upward at the time of the change in norms so that they are more comparable with previous data is to actually be conservative, making it more difficult to show positive changes due to the innovation in scheduling.

The effect of changing the test used in a district or a school on how a school will average against the national norms for the tests is simply not clear. If the new test is a better match for the actual curriculum taught, scores may go up. If the new test is not a better match, the effect is not clear.

Thus, when a district or school changed their testing program in some way during the time covered in the years before and after the implementation of the schedule innovation, most of the effects on scores will be either to make it more difficult to show improvement over time or they will be uncertain, but as likely to be negative as positive. This is important to remember as we share the results of the analyses of the achievement data.

Since we couldn't aggregate the data across schools or districts as though the data were from the same source, we had to perform another type of analysis, one which was more independent of the actual numbers used and which did not involve computations involving these numbers. Our solution was to determine for each set of test scores for each school, for example the total battery scores for the second grade at X school whether the average of the scores across years before the innovation was higher, the same or lower than the average after the implementation. If a positive change was clear the change was given a +. If one could not discern a change in the average of the before and after scores the set of data was scored a o. If the change from before to after was negative the set of scores was given a -. A sign test was performed on the data for all the sets of before and after data across all the extended year and all the extended day schools. This test uses probability theory to determine if the ratio of positive changes to negative changes represents a significant deviation from chance.

Across all the sets of achievement data for the schools on an year-round education program in the state (only the experienced schools were used-- those on the new program for at least one year prior to the inception of the study) a total of 19 positive changes were noted, 7 changes from before to after were too close to call and scored o's, and 7 changes were scored as negative changes. A positive change means that the average of the school's total battery scores for a given grade was higher after the change in schedule than it had been before. The sign test for these data yielded a ratio of .73, p< .05, a ratio of .69 was needed for significance. This means that on the average, the achievement of the students on the total battery scores for the set of all the year-round education schools was higher after the innovation was implemented than it had been before. Clearly, the data say that children on the average do not suffer academically when a year-round education program is implemented in their school, and they may benefit academically compared to their performance before the new schedule was implemented.

However, in order to provide proper context within which to understand and interpret these achievement data for year-round schools, it is important to answer the question: "How do the data from the year-round education schools compare with the achievement data from the districts across all their schools?" To make this comparison we performed the same type of judgements on the achievement data for the districts as we did for the school data. For the district data there were many fewer data points (if a district administered achievement tests in only two elementary grades each year there would only be two data points for that district. Small numbers of data points make it very difficult to show statistically significant differences. For the districts with year-round education schools in the sample only slightly more of the changes were positive than negative or neutral. The ratio of the number of positive to negative changes was not significant. Thus, the changes in district achievement scores (total battery) over the period of time that year-round education was being implemented were not as positive for the district scores as they were for the schools within districts which went to a year-round education schedule.

When a scatter-plot is drawn with the average percentile score for the school before the implementation of the innovation shown along the X axis and the average percentile score for the school after the innovation shown along the Y axis, the magnitude of the differences can be examined. For the Year-Round schools, using total battery scores to indicate achievement, 12 schools showed average gains of five percent or more, with four of these schools showing average gains of more than ten percent.

Equally important to the average performance before and after the implementation of the innovation, is the analysis of what direction, up or down, the performance of students seems to be headed. We all hope that scores will go up year after year. While this is logically impossible, we become disturbed when scores go down. The general direction of the set of scores after the innovation was implemented at each school was examined to determine if it was positive (going up) or negative. For the sets of achievement data from the year-round schools 21 of the patterns of after data were judged to be positive, seven patterns were essentially flat and five were judged to be going down -- negative. The sign test for these data yielded a ratio of .81, again significant beyond the .05 level. This shows that not only was there evidence that academic achievement had improved after year-round programs had been implemented, but also the general trend was for the improvement to increase the longer the year-round program had been in place.

The improvement in academic achievement is not as clear for schools on a year-round program in its first year. One district allowed us to study its year-round schools which were in their first year of implementation. In these schools, changes in the academic achievement of students were judged positive in eight sets of data, too close to call in seven and negative in five cases. Thus, while more changes were positive than negative, the ratio of positive to negative changes was not large enough to be statistically significant. The wisdom of using experienced schools to represent each of the two scheduling innovations to be studied is shown by these first year data.

When the academic achievement data from the extended day schools were treated in the same way as the data from the extended year schools, the picture was not as clear. The changes from before to after were judged to be positive in twenty cases, neutral in eleven and negative in twelve. The ratio of positive to negative cases was not significant. Thus, while there were more positive changes in achievement after the implementation of an extended day program than negative changes, the evidence was not compelling that an extended day program improved achievement significantly more often than it negatively impacted it.

An analysis of the scatter-plot for the extended day data showed that only in five cases was the average gain above five percent, with only one of these above ten percent.

The data for the district achievement scores (total battery) for the grades tested in the elementary schools of those districts which implemented extended day programs showed a pattern very similar to the schools within the districts which were on an extended day schedule. That is, the ratio of positive changes to negative changes in district scores over the years of implementation was not significant. Thus, the academic achievement for the districts was not different than the academic achievement for the schools within the districts which went to an extended day schedule. And the implementation of an extended day schedule does not appear to positively or negatively impact achievement scores across the sample of schools.

Similarly, when the trends of the after data in terms of the direction the achievement data was headed were analyzed, the number of positive and negative trends were almost exactly the same (13 positive and 14 negative).

Thus the best characterization of the achievement data for the extended day programs across the state is that they have yielded mixed results both in terms of average performance in achievement in the years since implementation and the direction or trend of the data, positive or negative. It cannot be said that an extended day program is more likely to negatively impact performance than positively impact it. However, neither can it be said that it is significantly more likely to positively effect performance than negatively impact it.

The achievement data from experienced Year-Round and Extended Day schools show that positive changes in achievement are significantly more likely to occur and continue occurring for year-round schools than for extended day schools. Also, the magnitude of the positive differences tended to be greater for the Year-Round schools than for the Extended Day schools. Of course, the pattern for any one school may not be consistent with the pattern for the sample of schools studied. Special characteristics of the staff, program or children in any one school may result in effects resulting from the implementation of either of these innovations in schedules which will differ from the general trends shown for the overall sample.

A COMPARISON OF THE RELATIVE PRODUCTIVITY OF YEAR-ROUND AND EXTENEDED-DAY PROGRAMS IN UTAH

I. INTRODUCTION AND RATIONALE

The purpose of this chapter is to report the study findings regarding the relative fiscal productivity of year-round and extended-day programs. To facilitate this discussion, the reader will be aided by an understanding of the perspective and rationale used by the researchers in collecting and evaluating the data. The view taken here is that each school experienced certain costs prior to the change in its calendar or day. For those costs, the school was able to service a certain population of students at some identifiable level of educational achievement.

To accommodate the change in calendar, some capital investment may have been required (e.g., air conditioning). In addition, the change generally implied some change in staffing patterns and other expenditure levels. In exchange for these changes in capital and operating costs, the school is now serving a new level of enrollment, and may have experienced some change in the level of educational achievement.

With this view in mind, three research questions emerge as central to the study:

1) Compared to pre-calendar change levels, is the cost of educating a student higher or lower under the present system?

2) Compared to other schools around the state and district, is the cost of educating a student higher or lower under the present system?

3) For the level of educational achievement obtained, what is the most cost effective calendar?

The chapter is divided into five sections. Following this introduction, section II outlines the data used and some of its peculiarities. Section III provides a discussion of the costs per student, capital levels and enrollment variations between calendar options and over several years. While this discussion provides many useful insights, it is difficult to apprehend a single conclusion from the array of information provided. Section IV proposes and implements an approach which consolidates much of the information discussed into a relatively small set of productivity indices. The section also discusses the changes which occurred in the productivity indices at the time of the calendar change. Finally, section V provides a summary of the major findings of this chapter.

In general, the extended-day schools are found to experience higher costs and consequently lower productivity than the year-round programs. In part, this lower productivity is also a result of lower utilization rates of school facilities, compared to both traditional calendar schools and year-round schools. Other relevant findings are discussed in the sections which follow.

II. DATA

A complete account of the data collection efforts of this study is provided elsewhere in this report. The purpose of this section is to briefly describe the special features of the data unique to this chapter, and to provide the reader with a feel for its specialized problems.

The bulk of the data employed in this phase of the analysis were provided by the schools and districts involved. Each district was provided with a packet and asked to fill out a lengthy questionnaire regarding various operating costs, staffing patterns, capital investments and construction costs. These data were supplemented with student achievement data also obtained from local school districts, and with enrollment data obtained from the State Office of Education.

Local school officials experienced some difficulty in responding to the requests for data. In general, an attempt was made to obtain information for each school in each year since the calendar change was made, and for a comparable period before the change. In some cases this meant reconstructing staffing and expenditure figures for the past ten years, which proved very difficult. In particular, it proved very difficult for many schools to provide detailed information on past utility consumption and FTE staffing levels. In some instances, utility consumption is simply not available at the school level. With regard to FTE staffing levels, the difficulty encountered by local officials in filling out the annual S-2 report was compounded by our requests for additional detail, and the need to reconstruct several years in the past.

The result of all this is that there are some limitations in the data collected. Generally, these limitations show up as incomplete information for some schools. In some cases, a modification of the originally intended research design was required to accommodate these limitations and still proceed with the study. To the extent possible, the integrity of the study has been protected, and there is every reason to believe that the major findings are valid. Specific constraints will be discussed in the later sections as they become relevant.

III. COMPARISON OF STATE-WIDE AVERAGES

In this section, we compare several measures of cost and capital utilization for the schools in our sample. Before presenting these results, one note must be made regarding the cost data. Since the data cover the period 1983 through 1989, and since much of the argument has to do with relative costs experienced by schools at different points in time, some adjustment of the cost figures was required to reflect changing prices over time. This adjustment was made using the Consumer Price Index, with the result is that all cost figures discussed here are in constant 1988 dollars.

COSTS PER STUDENT

Table 1 reports the average cost per student for teachers as reported by the schools in our sample. While the sample did include some information on particular schools in 1981-82 and 1982-83, teacher salary data was not part of this information. Likewise, by 1988-89, all the schools in the sample were either on an extended-day or year-round program, so costs per student in traditional programs for 88-89 were not available. In the early years of both programs, relatively few schools were involved. To avoid presenting potentially misleading information, sample cells with fewer than three schools are not reported in the table, though these schools are included in the marginal totals.

Overall, the constant dollar cost per student for teachers peaked in the 86-87 school year at just over $966. Compared to other schools still on the traditional calendar, year-round schools have experienced either similar or noticeably lower teacher costs. Further, in only one year (1987-88) did extended-day schools have lower teacher costs than did year-round schools. Overall, teacher costs in year-round and extended-day programs appear quite similar, and both are slightly lower than in traditional programs.

Table 2 shows similar average costs per student for all other personnel in the schools. Here the differences in cost are much more pronounced. Year-round programs are found to have consistently and sharply lower other personnel costs than extended-day programs. The difference overall is over $200 per student. An closer examination of this difference suggests that the costs differences between year-round and extended-day are fairly consistent across functions. For example, per student principal costs were found to be 89 percent higher on average in extended-day schools; custodial costs were 77 percent higher; lunch room personnel costs were 78 percent higher; and costs for non-instructional aides were over six times as high in extended-day schools. It is hard to believe that all of these differences are attributable to the school calendar, but the fact remains that substantial differences are observed. At the same time, a year-by-year comparison of year-round programs with schools still on the traditional calendar shows that other personnel costs are somewhat higher in year-round schools

The total effect of these patterns is shown in Table 3. In both the overall and year-by-year comparisons, year-round schools spent less per student on personnel than schools with extended-day programs. In some years, the difference was over $300 per student. Differences between year-round and traditional schools are more ambiguous. In the year-by-year comparisons, year-round schools spent at the same or higher rates as the traditional schools. The overall average for year-round schools is lower than for traditional schools largely because a sustained downward trend in total personnel costs was not represented in traditional schools in 1988. Our conclusion in considering this data is that compared with traditional schools, year-round programs have roughly comparable per student personnel costs. Compared with extended-day programs, the year-round schools in this sample had sharply lower per student personnel costs.

With respect to utility costs, much less can be said because of the limited amount of utility consumption data available at the school level. Table 4 summarizes the relevant findings of this study. From the table, there appears little reason to believe that per student utility costs will differ noticeably under any of the alternatives. This is born out by an examination of the changes experienced by individual schools in the sample. Pre-calendar change utility information was available for thirteen year-round schools. If the average utility cost prior to the change is compared with the average utility cost after the move to year-round, the median increase was 10%, and the average was 13.3%. As will be noted below in the discussion on enrollments, this increase in utility costs is roughly comparable to the actual increase in student population.

Similar time series utility data was available for only two extended-day schools. One experienced an average increase of 9.4% and the other 32.2%. While it is difficult to conclude anything from a sample of only two schools, these increases suggest that utility increases in year-round schools will likely not exceed those experienced by year-round schools.

CAPITAL USE

In addition to the operating costs for a school, there are substantial capital costs. Many have argued that a principal benefit from modified calendars comes from the savings in capital costs, from schools not built. Indeed, the optimal strategy for a district to pursue in selecting a school calendar is in part a function of anticipated growth. If a district is in the middle of a sustained, steady pattern of growth which is likely to continue for a number of years, building more schools today is likely to be a compelling strategy. If additional buildings will be needed at some point in the future, building them in the near term will likely be less expensive that postponing construction as long as possible.

On the other hand, if a district is experiencing only temporary growth, and enrollment levels can reasonably be expected to stabilize or even decline within a few years, an alternative calendar which permits the district to accommodate more students in the existing schools will be more desirable than building new buildings. Building facilities which will be under-utilized or even vacant in a few years certainly does not serve the public well. One need only look at the experience of some communities in California and other states to see the problems caused by over-building. Even if the costs of a year-round or extended-day calendar are higher than for a traditional program, the district may be justified in paying the higher costs, if local patrons are saved the costs of building a school which will only be fully utilized for a relatively short period.

The difficulty for a particular district is compounded if the district is experiencing both types of growth at the same time. One area of the district may be growing steadily, while growth in another area may only be a temporary phenomenon. Explaining to a public why one area needs a new school and the other "only" a change in calendar can be politically very difficult.

While it is important to bear all this in mind, it is virtually impossible within the bounds of this study to adequately explicate the nature of the growth confronting each school in our data set. For our purposes, we can only look at the growth which has occurred, and the changes associated with this growth.

In tables 5, 6 and 7, the building capacities and utilization for this sample are reported. Table 5 shows the average building capacity by year and type of calendar. These figures reflect any changes in capacity reported by the schools which occurred to accommodate the new schedule. They do not reflect expected increases which might be accommodated because of the change in calendar. The intent here is to count the number of seats in the building, rather than the number of students. The table also shows the average number of portable classrooms, and the total number of learning stations in the schools. Note that schools with either extended-day or year-round schedules tended to have more portable classrooms. Those schools moving to a year-round schedule appear to be much larger schools, with more learning stations, than those using an extended-day schedule.

Table 6 reports utilization levels for the sample. It will be noted that in addition to simply being larger schools, year-round schools appear to have more students per learning station, and overall a much higher level of building utilization.

Table 6 raises an interesting question. Many have argued that either scheduling change will result in an increased capacity to handle students. That is, a principal motivation for the move is to accommodate more students in the same physical structure. A 25 percent increase is often cited as quite feasible. Table 6 suggests that the average increase among year-round schools is indeed about 25 percent above normal capacity. For extended-day, there does not appear to be any real increase in utilization. To explore this issue further, we identified the highest enrollment in each school prior to the change in schedule, and after the change. Clearly, in a given school, these enrollment figures could be affected by district policy and portable classrooms, but the averages presented in Table 5 suggest that at least the portable classroom is probably not an issue. Given these enrollment figures, the percent change in maximum enrollments was computed, and the results are summarized in Table 7.

Note that in both cases, 10 percent or less of the schools sampled realized enrollment increases of 25 percent or more. Year-round schools realized substantially higher enrollment gains than did extended-day schools. The median gain actually realized by year-round schools was 10 percent, while for extended-day programs it was one percent.

To explicate the utilization issue further, Table 8 reports the building utilization levels for schools before and after the calendar change, by the level of overall enrollment change. For example, in the first row of the table, two year-round schools were observed to have a 25 percent increase in enrollment after the calendar change. Their average utilization level before the change was 101.7 percent of capacity. After the change, they averaged 144.1 percent of capacity, with no additional classrooms being added. It will be noted in the table that 12 of the 20 year-round schools increased what were typically already high levels of utilization. The other eight schools experienced declines in enrollment, but on average maintained utilization levels of nearly 110 percent.

The experience of extended-day schools was very different. Only two of the ten schools considered experienced increased capacity utilization after the calendar change. Indeed, half of these schools had enrollment levels below 100 percent of capacity. In part, this was due to the addition of classroom space which has yet to be fully utilized in several of these schools. Whether this space will be more fully occupied in the future remains to be seen. It appears, however, that as of the present, year-round schools have been more successful in meeting the goal of increased utilization of the physical plant.

In order to see how all these pieces combine into the overall productivity of schools using different schedules, we turn next to a discussion of a multiple-dimensional index of school productivity.

IV. PRODUCTIVITY MODELS AND STATE-WIDE COMPARISON

Clearly the educational process under consideration here is multi-dimensional. Schools combine human resources, other operating costs and several types of capital to provide an educational experience for elementary students. As noted in the introduction, changing the calendar changes the mix and amount of these resources, and presumably the number of students served in a particular school. In addition, there are the non-trivial concerns over the educational implications of schedule changes. Schools may serve more students, but are those students as well educated?

One analytic technique which has come to be widely recognized and used in education to gauge productivity is Data Envelopment Analysis (DEA). A complete discussion and development of DEA can be found in the technical appendix. For purposes of this discussion, a summary of the main features of DEA is provided as a series of statements:

1) DEA can accommodate multiple inputs and multiple outputs or outcomes in developing a relative measure of productivity for each school.

2) DEA uses as the productivity standard the best practice among actual schools examined, rather than either average performance or an arbitrary standard.

3) Schools found to be relatively most productive receive a score of 1; other schools receive scores of less than 1, where the score received can be interpreted as the percent efficiency in the school, relative to other schools in the state. For example, a school receiving a score of 90 is 90 percent as efficient as an identifiable set of real schools in the analysis.

4) The productivity of each school is determined independently, rather than as an overall functional relationship.

5) For each school, in addition to a productivity score, DEA provides a list of schools which are found to be most similar to the school being evaluated, and which help define the standard of best practice. These relatively efficient schools can then be used in follow-up case studies to provide additional insight into the management and educational processes involved, and guide school officials as they design policy changes.

6) DEA has been widely used to evaluate the productivity of public sector organizations, including educational institutions at

all levels.

A DEA analysis begins with the conceptualization of the educational process being evaluated as fundamentally a process involving resources and producing outcomes. This is essentially the view articulated in the introduction to this chapter. Each school expends resources of various types in order to serve a given student population. The outcomes of the process are the number of students served, and the quality of their education. Using DEA, it is possible to measure the relative productivity of each school engaged in this educational process, compared to all other schools. For the purposes of this report, though, the compelling issue is not the efficiency of any particular school, but rather the question of whether the productivity of year-round schools differs significantly from that of extended-day schools.

To proceed with the analysis, four models are specified. In each model, the unit of analysis is the school within a particular year. The first model uses as inputs the following measures:

1) total cost of teachers in the school
2) total other personnel costs in the school
3) school enrollment capacity
4) total number of learning stations
5) total number of portable classrooms
6) total utility costs

Clearly, some of these dimensions are partially redundant. Increasing the number of portable classrooms will increase the number of learning stations and the overall school capacity. But portable classrooms represent a different type of capital than permanent structures, and unlike many statistical procedures, DEA is largely immune to data redundancy.

For the purposes of the first model, the outcome of the educational process is taken to be the number of students enrolled in the school. The argument here is that it is the express purpose of the schedule changes considered here to increase the number of students served for a given level of resources. Below, we also consider the educational outcomes experienced by these students.

The second model takes into consideration the data constraints of the current study. The inclusion of the utility cost variable, in particular, reduces the number of schools which can be included in model 1. Model 2 uses as inputs the first three inputs indicated above: two types of personnel costs and school capacity. The outcome measure for Model 2 remains number of students enrolled.

Models 3 and 4 acknowledge that one goal of the school is the educational attainment of the students. The proxy variable used here for educational attainment is the school's total battery percentile ranking, divided by the district's total battery percentile ranking. Thus a score of one on this index indicates that the students in the school performed as well as the district average. A score of greater than 1 indicates that the school did better than the district as a whole, while a score of less than 1 suggests that the school did not do as well as the district. Since different schools test at different grade levels, and for multiple grades in the same year, the ratio of school score to district score was computed for each grade and then averaged across grades within the school.

Model 3 uses the same inputs from Model 1, but adds to enrollment this test score index. Model 4 uses the inputs and outcomes from Model 2, but adds the test score.

The issue we wish to pursue through the use of these productivity indices is the change in productive efficiency which occurs in schools after they change their schedule. The procedure we followed may be summarized in four steps:

1) Compute the DEA Model 1 productivity index for each school in each year.

2) For the years preceding the schedule change, average the DEA indices for each school across years. Do the same for the years following the schedule change. This will produce an average pre-change Model 1 productivity index for each school, and an average post-change productivity index.

3) Subtract the pre-change average from the post-change average.

This will produce the net change (on average) in productivity for each school. A positive value indicates that on average, productivity improved. A negative value suggests that on average, productivity declined in that school.

4) Repeat steps (1)-(3) for Models 2, 3 and 4.

Since the models are constructed to take advantage of available data, the number of schools for which this process is feasible will vary by model. The results are summarized in Table 9.

In the table, the mean, median, minimum and maximum changes are shown for each schedule type and model. The values shown represent the percentage point change in productivity. For example, the first row and column of Table 9 has the number .07. This means that the average productivity change in year-round schools using Model 1 was .07 percentage points. The median change was a decline of 2.85 points. The poorest performance was registered by a school that experienced a 6.25 percentage point drop in productivity. The best improvement was seen in a school which had a 14.4 percentage point increase in productivity.

It should be noted that a median at or below zero suggests that at least half of the schools in the sample using the indicated calendar experienced a decline in productivity at the same time as the schedule change. In all four models, and with both schedule alternatives, the medians are zero or less. This indicates that at least half of the schools examined experienced either very small improvements or actual declines in productivity after the calendar change.

At the same time, extended-day schools experienced more consistent productivity declines. In Model 4, only two of the nine extended-day schools considered had an improvement in productivity. In Model 2, which excludes educational achievement, three schools showed improvement. In both models, the average improvement and the median are negative, and several schools showed substantial declines in productivity.

The conclusion one is forced to reach is that while there is little evidence that improved productivity will necessarily result from an year-round schedule, there is good evidence to indicate that extended-day schools have seen noticeable real declines in productivity.

While this may at first glance seem to be a very pessimistic finding with regard to both schedule alternatives, at least for the year-round option, it is in fact quite positive. The implication of this study is that real increases in enrollments can be achieved (roughly 2/3 of the schools studied had at least a 5% increase in enrollment, and utilization levels averaged nearly 125 percent of capacity) without marked increases in per student costs or reductions in student achievement. If the expectation is that year round schedules will reduce operating costs, our findings do not bear this out. But the implications for construction programs are quite hopeful.

The schools in this study report that construction of new schools costs roughly $3,500 per student, varying slightly by size of school and location. Per student interest costs will run roughly $175 to $200 per year, depending on the actual interest rate obtained. If the school is assumed to have a useful life of 50 years, then the total annual capital cost per student will be between $250 and $300 per year, plus the operating costs. Since the operating costs for year-round programs do not appear to be markedly different than for traditional programs, the taxpayers of the state save $250 to $300 per student per year for each student attending a year-round school who would otherwise be housed in a new school.

V. CONCLUSIONS

Our findings may be summarized as follows:

1. Per student personnel costs under the Year-Round schedule are found to be substantially below those in Extended-Day schools, but not markedly different than in sample schools before the transition to a new schedule.
2. Per student utility costs appear to be roughly constant across school schedules.
3. Enrollment levels in Year-Round schools are roughly 10 to 20

percent higher than pre-schedule change levels.

4. Enrollments in Extended-Day programs are generally lower than before the schedule change.

5. Increases in enrollment in excess of 20% appear to be the exception under either schedule, though capacity utilization in Year-Round schools does average about 125 percent of design capacity.

6. Real improvements in productivity under the Year-Round program are feasible, but by no means certain. Expected improvements will likely be modest.

7. Real productivity under the Extended-Day schedule generally declines.

In sum, we find that educational costs are higher under the Extended-Day schedule, and either the same or somewhat lower under the Year-Round schedule. Thus, if reducing operating costs is the objective, there appears to be little reason to move away from the traditional calendar. If on the other hand, a district is faced with new construction, the Year-Round schedule appears to provide an option which must be considered very carefully.

Table 1
Average Cost per Student for Teachers
(1988 Dollars)

Year	Traditional	Yr-Rnd	Ext-Day	All
81	na	na	na	na
82	na	na	na	na
83	839.95	na	na	839.95
84	811.35	s	s	791.27
85	949.63	929.83	s	934.35
86	973.27	944.99	965.58	966.12
87	900.02	903.60	884.68	896.68
88	na	893.81	945.85	919.83
Overall	910.82	905.51	904.55	908.19

na = not available
s = sample size less than 3 schools

Table 2
Average Cost per Student for Other Personnel
(1988 Dollars)

Year	Traditional	Yr-Rnd	Ext-Day	All
81	na	na	na	na
82	na	na	na	na
83	350.00	na	na	349.50
84	289.07	s	s	289.60
85	332.13	359.41	s	333.56
86	266.11	268.97	495.21	295.37
87	164.72	227.35	458.65	282.01
88	na	175.51	451.32	313.41
Overall	286.18	239.95	446.65	305.24

na = not available
s = sample size less than 3 schools

Table 3
Average Total Personnel Costs per Student
(1988 Dollars)

Year	Traditional	Yr-Rnd	Ext-Day	All
81	na	na	na	na
82	na	na	na	na
83	1189.95	na	na	1189.95
84	1100.42	s	s	1080.87
85	1281.76	1289.24	s	1267.91
86	1239.37	1213.97	1460.78	1261.49
87	1064.73	1130.95	1343.32	1178.69
88	na	1069.32	1397.16	1233.24
Overall	1197.01	1145.46	1351.20	1213.43

na = not available
s = sample size less than 3 schools

Table 4
Average Utility Costs Per Student
(1988 Dollars)

Year	Traditional	Yr-Rnd	Ext-Day	All
81	na	na	na	na
82	na	na	na	na
83	s	na	na	s
84	67.71	na	s	72.25
85	68.13	s	s	68.84
86	73.88	73.76	s	75.59
87	79.61	62.55	s	69.37
88	na	na	51.94	51.94
Overall	72.46	66.38	73.26	70.74

na = not available
s = sample size less than 3 schools

Table 5
Average Building Capacity Features

Year	Traditional			Year-Rnd			Extended-Day		
	Capacity	Port	Lrng Sta	Capacity	Port	Lrng Sta	Capacity	Port.	Lrng Sta
81	790	2.0	23.0	na	na	na	na	na	na
82	790	2.0	23.0	na	na	na	na	na	na
83	709	3.6	23.0	na	na	na	na	na	na
84	717	3.1	23.4	na	na	na	s	s	s
85	674	2.8	23.2	818	3.0	26.5	s	s	s
86	685	2.0	24.4	796	4.8	25.0	568	5.5	16.5
87	704	2.5	24.0	814	4.0	25.9	605	3	20.3
88	na	na	na	769	3.3	25.2	605	3	20.3
Ovrall	698	2.9	23.5	789	3.7	25.4	614	4	19.8

na = not available
s = sample size less than 3 schools
Port = Number of portable classrooms
Lrng Sta= Number of learning stations

Table 6
Average Building Utilization

Year	Traditional			Year-Rnd			Extended-Day		
	Enrolled	Util	S/L	Enrolled	Util	S/L	Enrolled	Util	S/L
81	672	96.6	33.2	na	na	na	na	na	na
82	709	98.6	33.9	na	na	na	na	na	na
83	715	102.2	31.6	na	na	na	na	na	na
84	744	105.1	32.4	s	na	na	s	s	s
85	731	110.8	31.7	918	121.4	37.9	s	s	s
86	756	115.2	31.3	944	120.9	39.0	636	105.6	35.8
87	839	119.2	35.0	1020	132.3	41.9	646	103.1	31.5
88	na	na	na	921	121.8	37.3	645	103.2	31.4
Ovrall	741	109.1	32.1	951	124.5	38.8	654	103.1	32.4

na = not available
s = sample size less than 3 schools
Enrolled = Number of students enrolled (fall)
Util = Building utilization (enrollment divided by capacity, times 100)
S/L = Students per learning station

Table 7
Enrollment Increases with Change in Calendar

Enrollment	Year-Round		Extended-Day	
Increase	Schools	Percent	Schools	Percent
> 25%	2	9.1	1	10.0
15-24.9%	7	31.8	0	0
5-14.9%	5	22.7	3	30.0
0-4.9%	1	4.6	1	10.0
< 0%	7	31.8	5	50.0
Median		10%		1%

Table 8
Enrollment Increases and Capacity Utilization (CU)

	------------Year-Round				---------------	---------- Extended-Day				-----------
Enrollment Increase	Inc CU	Dec CU	Mn Bef	Mn Aft	Pct Chng Capacity	Inc CU	Dec CU	Mn Bef	Mn Aft	Pct Chng Capacity
> 25%	2	0	101.7	144.1	0	1	0	69.5	142.2	0
15-24.9%	4	0	113.9	132.8	0	0	0	-	-	-
5-14.9%	5	0	126.2	138.3	0.7	1	2	153.1	114.4	49.2
0-4.9%	1	0	121.6	124.0	0	0	1	108.0	87.7	26.8
< 0%	0	8	118.1	109.9	0	0	5	107.6	97.7	0

Key:

Inc CU = number of schools with increased capacity utilization
Dec CU = number of schools with decreased capacity utilization
Mn Bef = mean capacity utilization before implementation of change
Mn Aft = mean capacity utilization after implementation of change
Pct Chng Capacity = mean percentage change in school capacity (before change to after change)

Table 9
Changes in DEA Productivity Index
Pre-Calendar Change to Post-Calendar Change

	YR	ED	YR	ED
	Model 1		Model 2	
Mean Change	0.07	−2.85	1.14	−0.70
Median Change	−2.85	−2.85	−1.57	−3.05
Min Change	−6.25	−7.00	−9.75	−16.50
Max Change	14.40	1.30	14.20	26.25
N of Schools	9	2	10	9
	Model 3		Model 4	
Mean Change	1.49	0.48	1.97	−1.17
Median Change	0	0.48	−0.46	−1.13
Min Change	−6.25	0.45	−5.40	−18.40
Max Change	14.40	0.50	13.30	16.80
N of Schools	9	2	10	9

SUMMARY

YEAR-ROUND EDUCATION

YEAR-ROUND PATRON REPORT

When asked about their family's experience with Year-Round Education, the majority of patrons, two-thirds to four-fifths, responded positively concerning their experience with the program. However, fifteen to twenty percent of the patrons reported problems with vacation, child custody and dealing with more than one schedule in the family.

Patrons were asked to compare their experiences with their school on a Year-Round and traditional calendar. Between eighty and ninety percent of patrons rated Year-Round Education as the same or better than the traditional calendar on all nine aspects of the school experience, including overall quality of program, child's opportunity to learn, and individual attention received by the child. Seventy-eight percent of Year-Round patrons gave Year-Round Education a positive or very positive overall rating. When asked to express a preference for a solution to housing students in their district, seventy-eight percent preferred Year-Round Education to all other possibilities. The choice receiving the next largest percentage was raising taxes with eight percent.

YEAR-ROUND TEACHER REPORT

Year-Round teachers responded to two questionnaires. We also interviewed a sample of teachers in each school. On the first questionnaire, The Maslach Burnout Inventory, only one percent of Year-Round teachers rated high on all subscales, indicating the presence of the psychological construct referred to as "burn out." Teacher responses to the second questionnaire confirmed that Year-Round teachers did not experience an extreme amount of stress, except in several areas. One-fourth of Year-Round teachers expressed a large amount or extreme stress associated with parent conferences, one-third responded with similar stress ratings for paperwork. Fifty-five percent of Year-Round teachers experience a large amount or extreme stress concerning teaching salary and forty-five percent expressed similar stress concerning the number of students with whom they work. Teachers indicated that Year-Round Education was good for students, including improved student attitude (76%), students learn more (73%), students return from breaks ready to work (93%), and Year-Round Education benefits students (84%). Extended contract teachers experience more stress on the program. While seventy-three percent of Year-Round teachers on traditional calendars experience less stress on the Year-Round calendar than on the nine month calendar, only forty-five percent of Year-Round teachers on extended contracts responded that the Year-Round calendar was less stressful. Eighty-four percent of Year-Round teachers responded that, given a choice, they would teach on a Year-Round calendar.

Teacher interview data confirmed questionnaire data, and provided additional information. The process of changing rooms after track changes creates stress for teachers and is probably the greatest drawback they see in the program. Teachers whose own children are not on Year-Round calendar, either in secondary school or in a traditional elementary school, experience some of the same problems with scheduling as Year-Round patrons. Additionally, teachers who have had lucrative summer employment and have not been able to obtain extended contracts are concerned about a loss of income.

SCHOOL INTERVIEWS AND OBSERVATIONS

Observers in the Year-Round schools found these schools to be operating smoothly, students were generally well behaved and on task. The majority of custodians found deep cleaning a challenge, although some had developed rotating deep cleaning schedules. Because the number of children eating lunch changed depending on the size of the tracks attending school, lunch room personnel had moved to more flexible schedules to handle the change in number of students. The only additional staff which all schools had added was in the office, where additional personnel or additional hours for existing personnel had been added to handle registration and communication needs. Of all the school personnel, the principals appeared to experience the most stress. The additional load of students, complexity of the program, double scheduling of events, the loss of summer months for planning time, and increased stress in relationships with patrons were cited as problems which Year-Round principals face.

ACHIEVEMENT DATA

All school districts do not give the same achievement tests and some districts have changed tests, norms, or timing of tests in the period of interest for this evaluation. Because of this, each school was considered as a case study and evaluators compared performance before the implementation of Year-Round calendar with performance after. Using probability theory, Year-Round schools were found to be averaging higher test scores after the implementation than before. ($p>.05$) Thus, we can say that with the implementation of Year-Round Education and all the changes which may take place simultaneously, including increased teacher enthusiasm, more structured curriculum, and increased testing and tracking of students, academic achievement of students is not hurt and may possibly be benefitted.

COST ANALYSIS

Cost analysis of the Year-Round program was complicated by three factors. First, design capacity for a given school is a nebulous figure, which varies depending on its source. Second, many of the schools were over their stated designed capacity before implementation of the calendar and, while the quality of life in the school may have increased after implementation, enrollment did not. Finally, several schools have been moved to the Year-Round calendar before enrollment needs because of political expedience.

Cost analysis of the Year-Round program showed that overall per student personnel costs are not markedly different than prior to the implementation of the program. Enrollment levels in Year-Round schools increased between ten to twenty percent after implementation. Per student utility costs are roughly constant. Educational costs are either the same or somewhat lower on the Year-Round calendar and appears to provide a feasible option to new construction.

EXTENDED-DAY SCHEDULE

EXTENDED-DAY PATRON REPORT

Extended-Day patrons reported little change for their families because of the Extended-Day schedule. Patrons (36%) did express some concern over the size of specialty classes. Between one-fourth and one-third indicated that there was less individual attention to students, a more crowded feeling in the school, less quality of relationship between teacher and child, and less quality information about their child's progress on the Extended-Day schedule. Thirty-eight percent felt there would be more teacher burn out on the program. Sixty-three percent of patrons gave Extended-Day an overall positive rating. Forty-nine percent of Extended-Day patrons expressed a preference for Extended-Day to solve student housing problems in their school; 32% of Extended-Day patrons expressed a preference for Year-Round Education for this purpose.

EXTENDED-DAY TEACHER REPORT

As in Year-Round schools, Extended-Day teachers were given two questionnaires and a sample of teachers were interviewed in each school. Only four percent of Extended-Day teachers rated high or burnt out on the Maslach Burnout Inventory. As with Year-Round teachers, Extended-Day teachers did not rate high on other general stress items. When asked about specific aspects of teaching on an Extended-Day schedule, sixty-eight percent responded that they are able to meet their students needs and seventy-six percent felt that their students are not lost or confused on the schedule. Fifty-one percent of teachers felt that they saw too many students daily and forty-one indicated that relations with parents were more difficult. Fifty-six percent of Extended Day teachers responded that they would choose to teach on the Extended-Day schedule. Teachers who were on extended contracts experienced less stress and were more positive about students' experiences on the schedule than were teachers on traditional contracts. Teachers assigned to specialty subjects also expressed greater preference for Extended-Day, saw more benefit to students, and felt more professional than

Core subject teachers.

One-third of Extended-Day teachers experienced a large amount or extreme stress in discipline, paperwork, written reports to parents, parent conferences, teaching salary and number of students taught in a day. Forty-nine percent of Extended-Day teachers expressed a preference for teaching on the Extended-Day schedule. Fifty-nine percent of teachers with extended contracts expressed a preference for Extended-Day, while only 28% of teachers on traditional contracts preferred Extended-Day.

SCHOOL OBSERVATIONS AND INTERVIEWS

Extended-Day schools are generally busy places with students moving between classes and activities conducted in the specialty classes. The majority of specialty classes we visited were interesting. In a few of the larger, upper grade specialty classes students toward the back of the class were not on task, however, in only three classes acrossed the state did we see actual disruptive behavior in the specialty classes.

Generally, office and custodial staffs had had to make the most change in their procedures. Custodians worked longer days and in several schools the head custodian split his hours, coming earlier in the morning and going home until it was time to set up tables for lunch. Office staffs had to design a tracking system so that they could find students as they moved from class to class.

ACHIEVEMENT DATA

Here again, all school districts do not give the same achievement tests and some districts have changed tests, norms, or timing of tests in the period of interest. Because of this, each Extended-Day school was considered as a case study and evaluators compared performance before the implementation of Extended-Day schedule with performance after. Although more Extended-Day schools showed improvement in test scores than showed decrease, no significant differences were found. Although Extended-Day schools did not show significant gains on test scores, the program was also not found to be harmful to student achievement.

COST ANALYSIS

Again, cost analysis of the Extended-Day program was complicated by several factors. As stated before, design capacity for a given school is a nebulous figure, which varies depending on its source. In addition to this problem, Extended-Day schools frequently changed design capacity or altered facilities to accommodate the program. Second, enrollments in many of the Extended-Day schools were actually lower after the implementation of the schedule.

Generally, we found that educational costs were higher on the Extended-Day schedule than in the same school prior to the implementation of the schedule. Per student utility costs remain roughly the same, as does cost per student for teachers. The cost per student per other personnel was significantly higher after the implementation than before.

RECOMMENDATIONS

At this point we find it important to stress that this is an evaluation of the Extended-Day and Year-Round programs as alternatives to building new facilities to accommodate growth in student enrollment. Data from the evaluation may be useful for those looking at the programs for other purposes, however, these recommendations focus on the usefulness of Extended-Day and Year-Round programs as what we refer to as alternative housing programs.

1. Assess long and short term projections for growth before moving to any alternative housing program. Before going to an alternative housing program, a district should assess where their enrollments stand in the growth curve. If a district is in a sustained growth period, alternative housing programs simply postpone the inevitable building. This postponement only makes building more costly. However, if projections show that the growth curve will begin to drop off, alternative housing programs can provide short term methods for dealing with growth and alleviate the costs and political fallout of over-building.

2. Do not adopt an alternative housing program until the need arises. Having made this strong statement, we must temper it with a definition of "need." Generally, alternative housing programs implemented before the student population is above design capacity creates greater per pupil expenditures. Our recommendation is to not go to a Year-Round or Extended-Day program until the enrollment need is present. However, there will be exceptions to this. Sometimes it is politically expedient to move a number of schools to an alternative program at the same time. Sometimes patron support for the program is as pressing as an overcrowded school. In one instance, a new school was opened under capacity as a Year-Round school because the future need was obvious and the students were being transferred from an existing Year-Round facility. In other areas, placing one school on an alternative housing program while neighboring schools remain on a traditional calendar has created contention in both patron and teacher groups.

The recommendation is to look carefully at need before adopting an alternative housing program. If the need is not immediate overcrowding, a district must recognize that the per pupil costs in the building will rise.

3. Choose the alternative program carefully. Our evaluation indicates that implementation of a Year-Round program tends to house more students in a more cost effective manner. This does not mean that this program is the ultimate answer to every district's problems. Careful examination of the strengths and weaknesses of each program in light of the district's needs and constraints is vital. For example, while an air conditioned building is an imperative for Year-Round Education in this climate, it is not the only building consideration. A four-track Year-Round calendar requires at least eighteen classrooms. Patrons in rural areas may not be able or willing to forgo the help which their children provide in agriculture. Teachers may have similar problems.

Extended-Day programs have constraints. Again, the facility must have adequate space to handle larger specialty groups and be designed to allow transitions to be handled efficiently. Central facilities, such as bathrooms, lunchroom and media centers, need to be able to adequately service students. If student population is projected to reach fifteen to twenty percent over capacity, Extended-Day will not provide enough expansion. Finally, teacher talents and willingness to specialize make a significant difference in the quality of the program offered.

3. Carefully examine the role of the principals and give them some assistance. In both Extended-Day and Year-Round programs the principal's work load increases tremendously. Especially on the Year-Round program, teachers tend to experience less stress, while the principal experiences more stress. These Year-Round principals need good coverage while they take their vacations and assistance in some of the day-to-day work in order for them to be involved in the instructional aspects of their school. They now face what many other professionals have always faced: the work does not stopped while they are on vacation and it is waiting for them when they

come back. They may need training to help them use their assistants and develop different planning strategies than traditional program principals.

Individual districts should examine the compensation for principals to assure that these principals are being adequately compensated for the extra workload the programs create.

Finally, on both the Extended-Day and Year-Round programs, the principal is a key individual in the success of the program. In successful programs, the principals tend to welcome challenges, provide leadership and encourage innovation in their staffs. When implementing a program in a new school or transferring principals into existing programs, great care must be taken to provide the kind of individual who can make the program successful.

4. Establish a problem-solving relationships between the district and the schools. Schools on either of these programs have different needs and constraints than traditional schools. District offices have made progress in understanding these needs, however there is room for improvement. Where appropriate, a liaison between district offices and alternative program schools may smooth problems. Hold meetings with program principals where they can share their concerns and meet with appropriate district personnel. Be sure that every district office that has a traditional school calendar also has a Year-Round calendar and consults both calendars before making decisions or sending out schedules. The same is true of the Extended-Day schedule, especially when setting up after school meetings.

5. Never implement a program without intensive inservice with the teaching staff. We saw a marked difference in teachers who had been involved in planning the implementation of their program, who had visited other facilities and who had talked to teachers experienced in their program. Teachers who had had this opportunity were generally more positive and took a more problem solving approach to implementation. We recommend that this inservice involve several schools which have successfully implemented the program, rather than just those who are leaders in

the implementing the program, so that teachers get a feel for the variations possible.

6. Work with non-certified staff in the school before and after implementation to encourage a problem-solving attitude. In one school we visited, the custodian literally hated the Year-Round program and was very verbal about his feelings. He had the potential to do more damage to the program than any single irate patron because he associated with so many people on a daily basis. We actually observed his influence on other non-classified staff members. We recommend that prior to and after implementation of a program, the non-certified staff, as well as the teaching staff, be offered the opportunity to transfer. Frequently we heard staff complaining about problems that had been solved in other schools. We recommend that these people have opportunities to talk to their counter-parts in schools where the program has been implemented.

7. Allow the school the autonomy to make changes. In many of the schools we visited, the principals and teachers were obviously making the adaptations needed to make their program succeed under their particular circumstances. However, there were times when we saw programs handicapped by district policies which did not suit the alternative program situation. Sometimes resource or special services coordinators planned programs which did not suit the needs of a program. Other times districts mandated (or were perceived to mandate) procedures which seemed to make sense, but when put into practice created problems in some schools. For example, a mandate for balanced track size in Year-Round schools caused some schools to re-register students after only one year of operation. The re-registration process opened old wounds with some patrons and created tensions between the school and some patrons.

The same is true in the relationship between principal and staff. In some schools, teachers were directed and monitored; in many others, teachers and administrators worked together to develop strong programs.

Autonomy does not imply lack of supervision, but that supervision include a recognition of constraining factors and a professional educator's abilities.

RECOMMENDATIONS FOR YEAR-ROUND PROGRAMS

1. Make use of extended contracts where possible. Extended contracts offer benefits for both teachers and principals. Using these contracts creates more flexibility in staffing. Extended contracts offer financial relief for teachers who are no longer able to participate in their traditional summer employment. In this way, these contracts are vital. Not every teacher wants an extended contract, nor is every teacher capable of handling an extended contract. We have observed that extended contract teachers need to be very organized and structured in their record keeping and planning, and able to deal with a number of students and the frequent on and off pattern of the track system. They all experience more overall stress on the Year-Round program. Not all situations warrant extended contracts, i.e. student load must be at a certain level and, usually, several teachers on the same grade level need to be placed on these contracts. Given all these caveats, we recommend that extended contracts be used because of the benefit to the teacher. Some teacher stress is generated because of the loss of summer employment. Other teachers feel the benefit from being involved in their profession all year.

2. Offer flexibility in the extended contract. Given our recommendation in number one, we must make an addtional recommendation concerning Extended contracts. Extended contract teachers report more stress than traditional contract teachers and express a preference for the Year-Round calendar slightly less than traditional contract teachers. This is surprising and concerning, especially when an Extended-Day teacher on an additional contract is exactly the opposite.

We observed that in some districts, the extended contract was almost ridiculously flexible--teachers could contract for any number of days above the traditional contract. In other districts, extended contracts were offered for the number of days the school was in session with no additional sick leave or personal leave time. We recommend a more moderate policy, wherein extended contract are offered for a specific number of days and allow for a vacation some time during the year in addition to the two week break in July. Consideration should also be given to proportionately increasing sick leave and/or personal leave days where available.

3. Avoid re-registering tracks frequently. We know that several Year-Round schools have made it a policy to re-register tracks each year and have not found this re-registration to be a problem. However, we feel that for most schools this process is less than helpful. We found that schools which had re-registered tracks this year had a more negative patron rating than schools that did not. While the difference in ratings was only around ten percent, in actual practice ten percent of patrons less pleased about a program is not easily dealt with, especially if they are vocal. Although certain tracks are definitely more attractive to patrons, we have also found that the majority of families tend to adapt to the schedule after the first year. If families change schedules each year, which is possible for those who do not get their first track choice, they never get a chance to adapt. Additionally, many vacations in businesses are scheduled as early as January and February, yet track change notifications are rarely made until April. Therefore the family may have planned to vacation on one schedule and be placed on another.

Except in highly transient areas, we recommend that track changes be made upon patrons request and based on availability. Schools also may find it necessary to ask some patrons to change tracks (and will undoubtedly find varying success with their request). We recommend that total re-registration be conducted on an infrequent basis.

4. Room rotation. Recognizing that we have previously made a recommendation for autonomy in the schools, we now recommend a policy to reduce that autonomy. Room rotation is a major irritation to Year-Round teachers and in some schools teachers have

taken extreme steps to avoid changing rooms, including squeezing four classrooms into three open class spaces, continuing to use Kivas and other special function space. We recommend that the school make rotating rooms as simple as possible, including rolling filing cabinets, extra teacher desks, custodial help for teachers, and secure storage areas. Then, because the purpose of adopting a Year-Round calendar is to avoid putting students into every nock and cranny of the school, assign teachers to room spaces which fulfill both fire codes and the intent of the original building design.

5. Families of teachers. Another problem we identified for teachers was having their own children on a traditional calendar while they worked on a Year-Round calendar. Although there is little that can be done about secondary students on a traditional calendar, teachers need to be permitted to transfer their own elementary students to their own or another Year-Round school, if they so desire. Although this may be a policy in some districts, we came upon instances when principals or other teachers discouraged teachers from doing so and created a hardship for teachers who are also parents.

EXTENDED DAY RECOMMENDATIONS

1. Assure that specialty classes are actually providing curriculum beyond that which an the traditional classroom teacher would provide. In our observations, specialty classes had the greatest variance of any part of the Extended-Day program. Some classes were so well done that our observers did not want to leave when their observations were complete. Other classes might be rated as average, and a few were less than desireable. If the Extended-Day program is going to provide something extra, principals need to monitor their specialty classes closely to determine if, a) the teacher is capable of handling the subject and the class size, and b) the teacher is actually providing depth in his/her subject.

2. Be aware of stress felt by core teachers and traditional contract teachers. Our evaluation indicates that specialty

teachers are more positive about the Extended-Day program than core teachers, as are teachers on extended contracts. Teachers on traditional contracts see less benefit in the program, experience more stress and tend to prefer a traditional schedule. We have no answers as to why the core teachers are less positive than specialty teachers, but feel that it is important that administrators track the feelings and stress of these teachers in order to avoid possible problems in the future.

3. Avoid remodeling which is specifically designed to enhance the Extended-Day program, unless you plan to stay on the program even if enrollment drops. One of our assessments of why Extended-Day does not appear to be as cost effective as originally planned is that several schools went on the program, then found it necessary to change existing facilities to meet those needs. The expansions may have occurred without the program, but were frequently made into special use spaces. In addition, a number of the schools actually showed enrollment reduction rather than increases. The combination of the two reduced the cost effectiveness of the program.

APPENDIX A

STEERING COMMITTEE MEMBERS

STEERING COMMITTEE MEMBERS

1. Frank Cameron, Alpine District
2. Jerry Wilde, Box Elder District
3. Steven Zsirsay, Cache District
4. Grant Steed, Davis District
5. David Adamson, Granite District
6. Devon Sanderson, Jordan District
7. Jan Dunostovish, Murray School District
8. Dean Rowley, Nebo School District
9. John Bone, Provo School Distrct
10. Will Jolley, Sevier District
11. Henry Jolley, Wasatch District
12. Gene Bennett, Washington District
13. Jed Waddoups, Weber District
14. Larry Horyna, State Office of Education

APPENDIX B.

SAMPLE SCHOOLS

STATEWIDE EXTENDED DAY/EXTENDED YEAR SAMPLE SCHOOLS

Alpine District
Representative: Dr. Frank Cameron 756-8464

Extended Day Schools
Highland Elementary 84003
10865 N. 6000 W. Highland
765-8537
Daniel K. Adams, Principal

Northridge Elementary
1660 N. 50 E. Orem 84057
227-8720
Bruce Farrer, Principal

Extended Year Schools (60-15)
Bonneville Elementary
800 W. 1245 No. Orem 84057
227-8703
Brent Milne, Principal

Orchard Elementary 84057
1035 N. 800 E. Orem
227-8723
Byron Nicholls, Principal

Box Elder School District
Representative: Jerry Wilde 723-5281

Extended Day School
Lake View Elementary School 84302
851 S. 200 W. Brigham City
723-8975
Jerry Wilde, Principal

Davis School District
Representative: Grant Steed 457-1261
45 E. State Farmington 84025

Extended Day School
Knowlton Elementary
801 W. Shephard Lane, Farmington 84025
451-2227
Glen Tonge, Principal

Granite School District
Representative: David Adamson 236-6100
340 E. 3545 S. SLC 84115
Extended Year School (45-15)
Jim Bridger Elementary 84084
5968 W. Cyclamen Way, W. Jordan
964-7935
Verna Tripp, Principal

Jordan School District
Representative: Dr. Devon Sanderson 565-7100

Extended Year Schools (45-15)

Altara
800 E, 11000 S., Sandy 84070
565-7422
Nancy Moore, Principal

Columbia
3505 W. 7800 S., West Jordan 84088
565-7438
Charles E. Weber, Principal

Crescent
11100 S. 230 E. Sandy 84070
565-7446
Bill Drossos, Principal

Oquirrh
7165 S. Paddington Rd., West Jordan 84084
565-7474
Denis Lyons, Principal

Rosamond
12195 S. 2010 W. Riverton 84065
565-7488
Peggy Sorenson, Principal

West Jordan
7220 S. 2370 W., West Jordan 84084
565-7506
Richard L. Allred, Principal

Willow Canyon (60-15)
9650 S. 1700 E., Sandy 84092
565-7512
Gilbert Stevenson

Nebo School District
Representative: Dean Rowley 798-8651
350 S. Main, Spanish Fork, 84660

Extended Day School

Brookside Elementary
750 E. 400 S., Springville 84663
489-3242
Dennis Tucket, Principal

Provo School District
Representative: John Bone 374-4870

Extended Year (45-15)
Sunset View Elementary
525 South 1600 West, Provo 84601
374-4950
Patty Harrington, Principal

Timpanogos Elementary
449 N. 500 W., Provo 84601
374-4955
Rosemarie Smith, Principal

Westridge Elementary
1720 W. 1460 N. Provon 84601
374-4870
John Bone, Principal

Sevier School District
Representative: Will Jolley 529-7462

Extended Day School
Salina Elementary
210 W. 300 N, Salina 84654
529-7462
Will Jolley, Principal

Wasatch School District
Representative: Henry Jolley 654-0280

Extended Day Schools

J.R. Smith Elementary
235 E. 100 E., Heber 84032
654-2201
Earl Dayton, Principal

Midway Elementary
225 S. 100 E., Midway 84049
654-0112
Harvey Horner

Central Elementary
310 S. Main, Heber 84032
654-0112
Marlin Kent Larsen, Principal

Washington School District
Representative: Dr. Gene Bennett, 673-3553

Extended Day School
Washington Elementary School
300 N. 300 E. Washington 84780
673-3012
Robert Everett, Principal

Weber School District
Representative: Jed Waddoups 479-8889
5400 S. 500 E. Ogden, 84405

Extended Day School
Farr West Elementary
2190 W. 2700 N., Ogden 84404
731-4305
Karen Ballif

APPENDIX C

INSTRUMENTATION

Year-Round Education Patron Telephone Survey Questions

Hello, my name is ___________. I am calling for the Wasatch Institute for Research and Evaluation. We are conducting a statewide evaluation of extended-day and year-round school programs for the State Office of Education. Your name was selected at random from a patron list provided by your school. Would you be willing to answer a few questions about the year-round program at your school? Your response will be completely anonymous. If you have any comment or question about this survey, you can call 378-4110.

Demographics

1. How many years have you lived within your current elementary school boundary?
    a. less than one year
    b. 1 to 2 years
    c. 3 to 5 years
    d. 6 to 10 years
    e. more than ten years

2. How many school-age children are in your home?

3. How many of these children are presently attending high school?

4. How many of these children are presently attending middle school or junior high?

5. How many of these children are presently attending elementary school?

6. (1) Is this child attending _____________ Elementary?

    (More) How many of these children are attending _____________ Elementary?

7. (1) What grade is this child in?

(More) What grades are these children in?

8. (1) Which track is this child on?

(More) Which track are these children on? (may be more than one answer)

9. Did you request that your child (children) be placed on a particular track?
   - a. no
   - b. (if yes then) Did you get the track you requested?
   - c. (if no then) Did you get your second choice?

10. How satisfied are you with the track your children are on?
    - a. Very satisfied
    - b. Satisfied
    - c. No opinion
    - d. Unsatisfied
    - e. Very unsatisfied

11. What category best describes your family?
    - a. two adults, both employed full time
    - b. two adults, one employed full time
    - c. one adult, employed full time
    - d. one adult, not employed full time
    - e. other

12. What has been your general impression of the year-round program? (Probe)

Likert

I am going to make a series of statements about year-round education. (I would like you to respond to these statements with your ______ grade child in mind.)
Please respond using:

a. strongly disagree
b. disagree
c. no opinion
d. agree
e. strongly agree

13. Our family is happy with the year-round schedule.

14. I am satisfied with the way the year-round schedule has been implemented in our school.

15. The disadvantages of year-round schools outweigh the benefits.

16. The year-round schedule conflicts with the extracurricular activities my child participates in.

17. Day care in our family has not been any more of a problem with the year-round schedule.

18. I am unhappy about the changes we have had to make in our family schedule to accommodate the year-round schedule.

19. We have found it difficult to adjust our family schedule to the year-round schedule.

20. I feel satisfied with the way in which the decision to change to a year-round schedule was made at my school.

21. Having children on different school schedules has not been an inconvenience to our family.

22. Frequent short breaks cause problems in our family's schedule.

23. My child finds it hard to find playmates during the intersession breaks.

24. Child custody arrangements have not been difficult with year-round schooling.

25. The year-round schedule has not made it any more difficult to plan family vacations.

More, Same, or Less

For the following series of questions I would like you to make a comparison between the year-round schedule and the traditional schedule. Please respond to each statement using:

a. more
b. the same
c. less
d. don't know

26. Your child's opportunity to learn.

27. The overall quality of the school.

28. The expense of operating the school.

29. The amount of teacher burn-out.

30. The amount of individual attention your child receives.

31. The quality of the relationship between your child and the teacher.

32. How willing your child's teacher is to work with you.

33. How crowded the school feels.

34. The quality of information you receive about your child's progress during parent-teacher conferences.

Overall Evaluation

35. What is your overall evaluation of year-round education?

    1. Very negative
    2. Negative
    3. Neutral
    4. Positive
    5. Very positive

36. Which of the following possible solutions to the growth problems in your district would you prefer?

    1. Extended-day
    2. Year-round
    3. The traditional schedule with larger classes
    4. The traditional schedule with the same size classes and raised taxes
    5. Double-sessions
    6. No preference

37. What do you feel are the strengths of the year-round schedule?

35. What do you feel are the weaknesses of the year-round schedule?

Extended-Day Patron Telephone Survey Questions

Hello, my name is ____________. I am calling for the Wasatch Institute for Research and Evaluation. We are conducting a statewide evaluation of extended-day and year-round school programs for the State Office of Education. Your name was selected at random from a patron list provided by your school. Would you be willing to answer a few questions about the extended-day program at your school? Your response will be completely anonymous. If you have any comment or question about this survey, you can call 378-4110.

Demographics

1. How many years have you lived within your current elementary school boundary?
   a. less than one year
   b. 1 to 2 years
   c. 3 to 5 years
   d. 6 to 10 years
   e. more than ten years

2. How many school-age children are in your home?

3. How many of these children are presently attending high school?

4. How many of these children are presently attending middle school or junior high?

5. How many of these children are presently attending elementary school?

6. (1) Is this child attending ______________ Elementary?

   (More) How many of these children are attending ____________ Elementary?

7. (1) What grade is this child in?

(More) What grades are these children in?

8. (1) What session does this child attend?

(More) Which session do these children attend? (may be more than one answer)

9. Did you request that your child (children) attend a particular session?
   a. no
   b. (if yes then) Did you get the session you requested?
   c. (if no then) Did you get your second choice?

10. How satisfied are you with the session your children attend?
    a. Very satisfied
    b. Satisfied
    c. No opinion
    d. Unsatisfied
    e. Very unsatisfied

11. What category best describes your family?
    a. two adults, both employed full time
    b. two adults, one employed full time
    c. one adult, employed full time
    d. one adult, not employed full time
    e. other

12. What has been your general impression of the extended-day program? (Probe)

Likert

I am going to make a series of statements about the extended-day schedule. (I would like you to respond to these statements with your ______ grade child in mind.) Please respond using:

a. strongly disagree
b. disagree
c. no opinion
d. agree
e. strongly agree

13. Our family is happy with the extended-day schedule.

14. I am satisfied with the way the extended-day schedule has been implemented in our school.

15. The disadvantages of extended-day schools outweigh the benefits.

16. The extended-day schedule conflicts with the extracurricular activities my child participates in.

17. Day care in our family has not been any more of a problem with the extended-day schedule.

18. I am unhappy about the changes we have had to make in our family schedule to accommodate the extended-day schedule.

19. We have found it difficult to adjust our family schedule to the extended-day schedule.

20. I feel satisfied with the way in which the decision to change to an extended-day schedule was made at my school.

21. Having children on different school schedules has not been an inconvenience to our family.

22. The larger size of the (specialty/core II) classes has had a negative impact on the quality of education my child receives.

23. I like the (specialty/core II) classes my child attends in the extended-day program.

24. There is no advantage between being on the morning or afternoon schedule.

More, Same, or Less

For the following series of questions I would like you to make a comparison between the extended-day schedule and the traditional schedule. Please respond to each statement using:

a. more
b. the same
c. less
d. don't know

25. The ability of the school to meet the individual needs of your child in the basic subjects.

26. The ability of the school to meet the individual needs of your child in the specialty subjects.

27. Your child's opportunity to learn.

28. The overall quality of the school.

29. The expense of operating the school.

30. The amount of teacher burn-out.

31. The amount of individual attention your child receives.

32. The quality of the relationship between your child and the teacher.

33. How willing your child's teacher is to work with you.

34. How crowded the school feels.

35. The quality of information you receive about your child's progress during parent-teacher conferences.

Overall Evaluation

36. What is your overall evaluation of extended-day education?
    1. Very negative
    2. Negative
    3. Neutral
    4. Positive
    5. Very positive

37. Which of the following possible solutions to the growth problems in your district would you prefer?
    1. Extended-day
    2. Year-round
    3. The traditional schedule with larger classes
    4. The traditional schedule with the same size classes and raised taxes
    5. Double-sessions
    6. No preference

38. What do you feel are the strengths of the extended-day schedule?

35. What do you feel are the weaknesses of the extended-day schedule?

MOODY YEAR ROUND TEACHER QUESTIONNAIRE

1. Teaching is a very satisfying career.
   - a) strongly disagree
   - b) disagree
   - c) no opinion/don't know
   - d) agree
   - e) strongly agree

2. I feel that I have control over the teaching methods and curriculum in my classroom.
   - a) strongly disagree
   - b) disagree
   - c) no opinion/don't know
   - d) agree
   - e) strongly agree

3. I feel that, as a teacher, I make a difference in the lives of my students.
   - a) strongly disagree
   - b) disagree
   - c) no opinion/don't know
   - d) agree
   - e) strongly agree

4. Working with other teachers in our school is difficult.
   - a) strongly disagree
   - b) disagree
   - c) no opinion/don't know
   - d) agree
   - e) strongly agree

5. I feel isolated from other teachers in my school.
   - a) strongly disagree
   - b) disagree
   - c) no opinion/don't know
   - d) agree
   - e) strongly agree

6. I feel that I am expected to accomplish more with my students than it is possible to accomplish.
   - a) strongly disagree
   - b) disagree
   - c) no opinion/don't know
   - d) agree
   - e) strongly agree

7. The educational goals established by the district administration are realistic.
   - a) strongly disagree
   - b) disagree
   - c) no opinion/don't know
   - d) agree
   - e) strongly agree

8. My principal lets me know when he/she feels that I have done a good job.
   - a) strongly disagree
   - b) disagree
   - c) no opinion/don't know
   - d) agree
   - e) strongly agree

10. Changing the school schedule has encouraged more educational improvement in our school.
   - a) strongly disagree
   - b) disagree
   - c) no opinion/don't know
   - d) agree
   - e) strongly agree

11. More district support is needed to make the transition to alternative schedules like Year-Round Education/Extended Year successful.
- a) strongly disagree
- b) disagree
- c) no opinion/don't know
- d) agree
- e) strongly agree

12. I feel that relationships with parents are more difficult on a Year-Round calendar.
- a) strongly disagree
- b) disagree
- c) no opinion/don't know
- d) agree
- e) strongly agree

13. Students have a more positive attitude about school on a Year-Round calendar.
- a) strongly disagree
- b) disagree
- c) no opinion/don't know
- d) agree
- e) strongly agree

14. There are fewer discipline problems with students on a Year-Round calendar.
- a) strongly disagree
- b) disagree
- c) no opinion/don't know
- d) agree
- e) strongly agree

15. Students seem to learn more on a Year-Round calendar.
- a) strongly disagree
- b) disagree
- c) no opinion/don't know
- d) agree
- e) strongly agree

16. Year-Round Education increases teacher professionalism.
- a) strongly disagree
- b) disagree
- c) no opinion/don't know
- d) agree
- e) strongly agree

17. Year-Round education is beneficial to my students.
- a) strongly disagree
- b) disagree
- c) no opinion/don't know
- d) agree
- e) strongly agree

18. After the interim break, I return to school ready to get to work.
- a) strongly disagree
- b) disagree
- c) no opinion/don't know
- d) agree
- e) strongly agree

19. After the interim break, my students return to school ready to get to work.
- a) strongly disagree
- b) disagree
- c) no opinion/don't know
- d) agree
- e) strongly agree

20. After interim breaks, students need a lot of review of information learned before breaks.
a) strongly disagree
b) disagree
c) no opinion/don't know
d) agree
e) strongly agree

21. I consider teaching on a Year-Round calendar more stressful than teaching on a nine month calendar.
a) strongly disagree
b) disagree
c) no opinion/don't know
d) agree
e) strongly agree

22. Given a choice, I would choose to teach to teach on a Year-Round calendar.
a) strongly disagree
b) disagree
c) no opinion/don't know
d) agree
e) strongly agree

For each of the following items, please indicate the amount of stress you experienced during the current school year, using the following scale: no stress, very little stress, moderate stress, a large amount of stress, or extreme stress.

23. Planning overall curriculum
a) no stress
b) very little stress
c) moderate stress
d) a large amount of stress
e) extreme stress

24. Student discipline
a) no stress
b) very little stress
c) moderate stress
d) a large amount of stress
e) extreme stress

25. Planning daily lessons
a) no stress
b) very little stress
c) moderate stress
d) a large amount of stress
e) extreme stress

26. Working with parents of students
a) no stress
b) very little stress
c) moderate stress
d) a large amount of stress
e) extreme stress

27. Diagnosing student needs
a) no stress
b) very little stress
c) moderate stress
d) a large amount of stress
e) extreme stress

28. Classroom organization
a) no stress
b) very little stress
c) moderate stress
d) a large amount of stress
e) extreme stress

29. Paperwork
    a) no stress
    b) very little stress
    c) moderate stress
    d) a large amount of stress
    e) extreme stress

30. Working with other teachers
    a) no stress
    b) very little stress
    c) moderate stress
    d) a large amount of stress
    e) extreme stress

31. Availability of resources (supplies, books, etc)
    a) no stress
    b) very little stress
    c) moderate stress
    d) a large amount of stress
    e) extreme stress

32. Testing students
    a) no stress
    b) very little stress
    c) moderate stress
    d) a large amount of stress
    e) extreme stress

33. Written reports to parents
    a) no stress
    b) very little stress
    c) moderate stress
    d) a large amount of stress
    e) extreme stress

34. Parent conferences
    a) no stress
    b) very little stress
    c) moderate stress
    d) a large amount of stress
    e) extreme stress

35. Student attitude toward school
    a) no stress
    b) very little stress
    c) moderate stress
    d) a large amount of stress
    e) extreme stress

36. Academic progress of students
    a) no stress
    b) very little stress
    c) moderate stress
    d) a large amount of stress
    e) extreme stress

37. Teaching salary
    a) no stress
    b) very little stress
    c) moderate stress
    d) a large amount of stress
    e) extreme stress

38. The number of students worked with on a daily basis
    a) no stress
    b) very little stress
    c) moderate stress
    d) a large amount of stress
    e) extreme stress

39. Do you prefer to teach on a Year-Round calendar, a nine month calendar, or have no preference.

a) Year-Round calendar
b) Extended Day schedule
c) traditional school schedule
d) no preference

40. What grade(s) do you teach? If you are not a classroom teacher, what is your assignment?

41. How many years have you taught elementary school?

42. How many years have you taught Year-Round school?

43. What do you see as the strengths of the Year-Round program in your school?

44. What do you see the weaknesses of the Year-Round program in your school?

45. Do you have any additional comments you would like to make concerning teaching on a year round calendar?

EXTENDED DAY TEACHER QUESTIONNAIRE

School ______________

1. Teaching is a very satisfying career.
    - a) strongly disagree
    - b) disagree
    - c) no opinion/don't know
    - d) agree
    - e) strongly agree

2. I feel that I have control over the teaching methods and curriculum in my classroom.
    - a) strongly disagree
    - b) disagree
    - c) no opinion/don't know
    - d) agree
    - e) strongly agree

3. I feel that, as a teacher, I make a difference in the lives of my students.
    - a) strongly disagree
    - b) disagree
    - c) no opinion/don't know
    - d) agree
    - e) strongly agree

4. Working with other teachers in our school is difficult.
    - a) strongly disagree
    - b) disagree
    - c) no opinion/don't know
    - d) agree
    - e) strongly agree

5. I feel isolated from other teachers in my school.
    - a) strongly disagree
    - b) disagree
    - c) no opinion/don't know
    - d) agree
    - e) strongly agree

6. I feel that I am expected to accomplish more with my students than it is possible to accomplish.
    - a) strongly disagree
    - b) disagree
    - c) no opinion/don't know
    - d) agree
    - e) strongly agree

7. The educational goals established by the district administration are realistic.
    - a) strongly disagree
    - b) disagree
    - c) no opinion/don't know
    - d) agree
    - e) strongly agree

8. My principal lets me know when he/she feels that I have done a good job.
    - a) strongly disagree
    - b) disagree
    - c) no opinion/don't know
    - d) agree
    - e) strongly agree

9. Changing the school schedule has encouraged more educational improvement in our school.
    - a) strongly disagree
    - b) disagree
    - c) no opinion/don't know
    - d) agree
    - e) strongly agree

10. More district support is needed to make the transition to alternative schedules like Extended Day successful.

a) strongly disagree
b) disagree
c) no opinion/don't know
d) agree
e) strongly agree

11. I feel that relationships with parents are more difficult on the Extended Day schedule.

a) strongly disagree
b) disagree
c) no opinion/don't know
d) agree
e) strongly agree

12. Students have a more positive attitude about school on the Extended Day schedule.

a) strongly disagree
b) disagree
c) no opinion/don't know
d) agree
e) strongly agree

13. There are fewer discipline problems with students on the Extended Day schedule.

a) strongly disagree
b) disagree
c) no opinion/don't know
d) agree
e) strongly agree

14. Students seem to learn more on the Extended Day schedule.

a) strongly disagree
b) disagree
c) no opinion/don't know
d) agree
e) strongly agree

15. The Extended Day schedule increases teacher professionalism.

a) strongly disagree
b) disagree
c) no opinion/don't know
d) agree
e) strongly agree

16. Adopting the Extended Day schedule has benefitted students.

a) strongly disagree
b) disagree
c) no opinion/don't know
d) agree
e) strongly agree

17. I feel that I meet the needs of the students in my classes on the Extended Day schedule.

a) strongly disagree
b) disagree
c) no opinion/don't know
d) agree
e) strongly agree

18. On the Extended Day schedule, I work with too many students on a daily basis.

a) strongly disagree
b) disagree
c) no opinion/don't know
d) agree
e) strongly agree

19. My students do not seem lost or confused on the Extended Day schedule.

- a) strongly disagree
- b) disagree
- c) no opinion/don't know
- d) agree
- e) strongly agree

20. I consider teaching on an Extended Day schedule more stressful than teaching on a traditional schedule.

- a) strongly disagree
- b) disagree
- c) no opinion/don't know
- d) agree
- e) strongly agree

21. Given a choice, I would choose to teach to teach on an Extended Day schedule.

- a) strongly disagree
- b) disagree
- c) no opinion/don't know
- d) agree
- e) strongly agree

For each of the following items, please indicate the amount of stress you are experiencing during the current school year, using the following scale: no stress, very little stress, moderate stress, a large amount of stress, or extreme stress.

22. Planning overall curriculum

- a) no stress
- b) very little stress
- c) moderate stress
- d) a large amount of stress
- e) extreme stress

23. Student discipline

- a) no stress
- b) very little stress
- c) moderate stress
- d) a large amount of stress
- e) extreme stress

24. Planning daily lessons

- a) no stress
- b) very little stress
- c) moderate stress
- d) a large amount of stress
- e) extreme stress

25. Working with parents of students

- a) no stress
- b) very little stress
- c) moderate stress
- d) a large amount of stress
- e) extreme stress

26. Diagnosing student needs

- a) no stress
- b) very little stress
- c) moderate stress
- d) a large amount of stress
- e) extreme stress

27. Classroom organization

- a) no stress
- b) very little stress
- c) moderate stress
- d) a large amount of stress
- e) extreme stress

28. **Paperwork**
- a) no stress
- b) very little stress
- c) moderate stress
- d) a large amount of stress
- e) extreme stress

29. **Working with other teachers**
- a) no stress
- b) very little stress
- c) moderate stress
- d) a large amount of stress
- e) extreme stress

30. **Availability of resources (supplies, books, etc)**
- a) no stress
- b) very little stress
- c) moderate stress
- d) a large amount of stress
- e) extreme stress

31. **Testing students**
- a) no stress
- b) very little stress
- c) moderate stress
- d) a large amount of stress
- e) extreme stress

32. **Written reports to parents**
- a) no stress
- b) very little stress
- c) moderate stress
- d) a large amount of stress
- e) extreme stress

33. **Parent conferences**
- a) no stress
- b) very little stress
- c) moderate stress
- d) a large amount of stress
- e) extreme stress

34. **Student attitude toward school**
- a) no stress
- b) very little stress
- c) moderate stress
- d) a large amount of stress
- e) extreme stress

35. **Academic progress of students**
- a) no stress
- b) very little stress
- c) moderate stress
- d) a large amount of stress
- e) extreme stress

36. **Teaching salary**
- a) no stress
- b) very little stress
- c) moderate stress
- d) a large amount of stress
- e) extreme stress

37. **The number of students worked with on a daily basis**
- a) no stress
- b) very little stress
- c) moderate stress
- d) a large amount of stress
- e) extreme stress

38. Do you prefer to teach on a Year Round/Extended Year, an Extended Day schedule, the traditional school schedule, or have no preference.

a) Year Round/Extended Year
b) Extended Day schedule
c) traditional school schedule
d) no preference

39. What grade(s) do you teach? If you are not a classroom teacher, what is your assignment?

40. What kind of employment contract do you have? (Excluding career ladder)

a. 180 teaching day, traditional school day.

b. Extended contract. Please describe additional work and/or time commitment and additional salary:______________

---

41. Teaching assignment:

a. Core/Basic : please lists subjects taught and number of students in class(es).

b. Specialty/Enrichment: please describe subjects taught and number of students in your classes.

42. How many years have you taught elementary school?

43. How many years have you taught on the Extended Day schedule?

44. What do you see as the greatest strengths of the Extended Day program in your school?

45. What do you see the greatest challenges presented by the Extended Day program in your school?

46. Do you have any additional comments you would like to make concerning teaching on an Extended Day schedule?

Educators Survey

HOW OFTEN:	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

HOW OFTEN
0 - 6

Statements:

1. ________ I feel emotionally drained from my work.
2. ________ I feel used up at the end of the workday.
3. ________ I feel fatigued when I get up in the morning and have to face another day on the job.
4. ________ I can easily understand how my students feel about things.
5. ________ I feel I treat some students as if they were impersonal objects.
6. ________ Working with people all day is really a strain for me.
7. ________ I deal very effectively with the problems of my students.
8. ________ I feel burned out from my work.
9. ________ I feel I'm positively influencing other people's lives through my work.
10. ________ I've become more callous toward people since I took this job.
11. ________ I worry that this job is hardening me emotionally.
12. ________ I feel very energetic.
13. ________ I feel frustrated by my job.
14. ________ I feel I'm working too hard on my job.
15. ________ I don't really care what happens to some students.
16. ________ Working with people directly puts too much stress on me.
17. ________ I can easily create a relaxed atmosphere with my students.
18. ________ I feel exhilarated after working closely with my students.
19. ________ I have accomplished many worthwhile things in this job.
20. ________ I feel like I'm at the end of my rope.
21. ________ In my work, I deal with emotional problems very calmly.
22. ________ I feel students blame me for some of their problems.

(Administrative use only)

EE: ________ cat. ________ DP: ________ cat. ________ PA: ________ cat. ________

Christina Maslach • Susan E. Jackson • Richard L. Schwab

Educators Survey

The purpose of this survey is to discover how educators view their job and the people with whom they work closely.

On the following page there are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way *about your job*. If you have *never* had this feeling, write a "0" (zero) in the space before the statement. If you have had this feeling, indicate *how often* you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way. An example is shown below.

Example:

HOW OFTEN:	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

HOW OFTEN
0 - 6 Statement:

______ I feel depressed at work.

If you *never* feel depressed at work, you would write the number "0" (zero) under the heading "HOW OFTEN." If you *rarely* feel depressed at work (a few times a year or less), you would write the number "1." If your feelings of depression are fairly frequent (a few times a week, but not daily) you would write a "5."

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TEACHER INTERVIEW

SCHOOL ___________
GRADE ___________
YEARS TEACHING ______
YEARS IN MODEL ______

(ED ONLY) CORE __
SPECIALTY __
SUBJECTS TAUGHT ______

1. Have there been changes in your role as a teacher in a ED/EY school (compared to a traditional school)?

2. How involved were teachers in the selection of the program? Please describe that involvement.

3. What had to be done in order to implement the program? (i.e. decisions about teaching assignments, changes in curriculum etc.)

4. What was most surprising to you about the program? (positively or negatively)

5. How have the following changed because of ED/EY?

   a. Diagnosing student needs and tracking progress

   b. Communication with parents, both written and conferencing

   c. Team teaching

   d. Individualization of instruction

   e. Flexibility in how or what a teacher teaches

   f. Classroom organization

   g. Teaching techniques

   h. Organization of curriculum

i. Paperwork

j. Student behavior

k. Other

6. Have you experienced any changes in your working relationships with other teachers as a result of ED/EY?

7. Do you see any changes in the role of the principal as a result of ED/EY?

8. Have you experienced any changes in your personal life because ED/EY? Have you had any financial disadvantage or advantage?

9. What is the greatest benefit which you see in adopting an ED/EY program?

10. What do you see as the greatest disadvantage in adopting an ED/EY program?

11. ED ONLY: Are there any special changes which you had to make when you began teaching a core/ specialty class?

NON-CERTIFIED STAFF QUESTIONNAIRE

CUSTODIAL STAFF

1. How long have you worked in this school?

2. Do you have any assistants? How many? What hours do they work?

3. Does this particular building present any special challenges in cleaning and maintenance?

4. Have you seen an increase in wear and tear on a building on ED/EY? Please describe.

5. Has any equipment, etc, had to be replaced because of the program?

6. What changes have had to occur in your schedule because of ED/EY? Have the hours which you or other people on your staff changed in any way?

7. Have you had any increase in help because of the program?

8. When do you deep clean the building? Is this different on the ED/EY schedule?

9. Are there any other changes which you have seen as a result of the adoption of the program?

OFFICE STAFF

1. How many staff are assigned to the office? What hours is the office covered?

2. What type of duties are performed on a daily basis in the office?

3. When is your office the busiest? (either daily or time of year)

4. Have you experienced any changes in work load or type of work because of the adoption of the ED/EY program?

5. Are there any problems which you handle which are different on this program than those you handled on a traditional schedule?

6. Have you employed any additional staff or aides because of the program?

7. Have the hours worked by any of your staff increased?

8. Do you see any increase wear on any equipment in the office?

LIBRARIAN/MEDIA CENTER PERSONNEL

1. What type of collection are you in charge of in this library?

   a. Books (Approximate Number)
   b. Audio/Visual

   c. Other:

2. Is there any time during the day when students can come into the library without their teachers, i.e. before school 7:30 to 8:00? (ask for exact time)

3. Are classes scheduled to come to the library for a specific length of time? How frequently are classes assigned library time?

4. Have you had to make changes in the media center program to accommodate the ED/EY program?

5. Have you seen increased wear on the books or other equipment as a result of ED/EY?

6. Have you had to add more books because of the additional student load?

7. Have you had problems tracking books or with book returns on the ED/EY program?

8. Have you had to increase hours or staff because of ED/EY?

9. What changes would you make in the media center make to accommodate the increased student body, if the resources were available?

10. (EY only) Are students allowed to use the library facility and/or have books checked out over their breaks?

KITCHEN STAFF

1. Approximately how many lunches do you serve a day?

2. When is lunch served?

3. Is lunch prepared on site? How long does it take to prepare lunch in an average day?

4. How long does it take to clean up after lunch on an average day?

5. Have any changes been made in your schedules in order to accommodate the ED/EY program?

6. Have you seen any increased wear on kitchen facilities or equipment as a result of the ED/EY program?

7. Is any part of your job harder because of the program? Is any part of your job easier because of the program?

8. Have you had any increase in hours or number of helpers because of the schedule change?

9. Have any other changes occurred in the lunchroom as a result of adopting the ED/EY program?

YEAR ROUND STUDENT INTERVIEW

School ________
Grade ____

1. How long have you attended this school?

2. What track are you on?

3. Do you have any brothers or sisters?
   What grades are they in? What school do they attend?

4. What do you think is good about this school? (why?)

5. What would you like to see change at this school? (Why?)

6. What do you like best about your classroom?

7. When you have a problem with your work, can you get your teacher(s) to help you?

8. How do you know what work you are supposed to do in your class?

9. Do you ever get to choose which work you are going to do?

10. What is it like to go to a year round school?

11. What do you do on your intersession breaks? (Probe for vacations, babysitting problems, etc)

12. When you come back from break do you have to review what you learned before break?

13. Do you ever feel mixed up because you are on a year round schedule?

14. Has anything changed for your family because you are on a year round schedule? (Probe for schedule conflicts, work patterns, visitation changes, any improvement in family schedule.)

CLASSROOM ENVIRONMENT INVENTORY

A. Space

__Single room/ self contained classroom
__Open classroom
__Open classroom with furniture/walls to partition
__Open classroom with walls semi-permanently used to partition
__ Multiple use room________________

B. Furniture/Furnishings

1. ___ Desks or tables with seats attached
___ Desk or tables with movable chairs
___ Combination

2. ___ Desks/tables in rows
___ Desks and tables in other than rows
___ Combination

3. ___ 3 or more learning centers
___ 1 or 2 learning centers
___ No learning centers

4. Bulletin board:
___ Primarily commercially or teacher prepared
___ Primarily student made
___ Partially student made and partially commercially/teacher prepared

5. ___ Stuffed furniture, sofa, pillows, reading center, etc

C. Equipment and materials

___ Books, magazines
___ Games and puzzles
___ Maps, globes
___ Chalkboard
___ Computer
___ Other ______________________________
___ Live Animals
___ Live plants
___ AV equipment
___ Tapes/Records
___ Overhead projector

D. Sketch layout of room, i.e. desks, windows, doors, bulletin boards

CLASSROOM SNAPSHOT

Activity	Student Involvement	Adult Involve.
1. Preparation for assignment or cleanup	__ 1 student __ 2 students __ small group __ med. group __ large group __ total class	__Teacher __Aide __Other
2. Lecture/explain read aloud Subject ____	__ 1 student __ 2 students __ small group __ med. group __ large group __ total class	__Teacher __Aide __Other
3. Demonstration Subject ____	__ 1 student __ 2 students __ small group __ med. group __ large group __ total class	__Teacher __Aide __Other
4. Discussion Subject ____	__ 1 student __ 2 students __ small group __ med. group __ large group __ total class	__Teacher __Aide __Other
5. Role playing Subject ____	__ 1 student __ 2 students __ small group __ med. group __ large group __ total class	__Teacher __Aide __Other
6. Silent Reading Subject ____	__ 1 student __ 2 students __ small group __ med. group __ large group __ total class	__Teacher __Aide __Other

7. Work on assignments	__ 1 student	__Teacher
Subject ____	__ 2 students	__Aide
	__ small group	__Other
	__ med. group	
	__ large group	
	__ total class	
8. Practice or perform, physical	__ 1 student	__Teacher
Subject ____	__ 2 students	__Aide
	__ small group	__Other
	__ med. group	
	__ large group	
	__ total class	
9. Practice or perform, verbal	__ 1 student	__Teacher
Subject ____	__ 2 students	__Aide
	__ small group	__Other
	__ med. group	
	__ large group	
	__ total class	
10. Taking test or quiz	__ 1 student	__Teacher
Subject ____	__ 2 students	__Aide
	__ small group	__Other
	__ med. group	
	__ large group	
	__ total class	
11. Audio/Visual equipment	__ 1 student	__Teacher
TV	__ 2 students	__Aide
Filmstrip	__ small group	__Other
Video/film	__ med. group	
Tapes/records	__ large group	
	__ total class	
12. Computer work	__ 1 student	__Teacher
	__ 2 students	__Aide
	__ small group	__Other
	__ med. group	
	__ large group	
	__ total class	
13. Adult Disciplining	__ 1 student	__Teacher
	__ 2 students	__Aide
	__ small group	__Other
	__ med. group	
	__ large group	
	__ total class	

14. Adult Monitoring/Observing Students

__ 1 student
__ 2 students
__ small group
__ med. group
__ large group
__ total class

__Teacher
__Aide
__Other

15. Adult in Routine activities

_____ Teacher
_____ Aide
_____ Other

16. Adult Not involved

_____ Teacher
_____ Aide
_____ Other

17. Number of students in non-task related behavior

18. Percentage of class at high interest level

0-24% 25%-49% 50%-74% 75%-100%

19. Number of teachers in classroom

20. Number of students in classroom

21. Number of aides in classroom

APPENDIX D

SAMPLE YEAR ROUND (EXTENDED YEAR) CALENDARS

60/15 Calendar

ALPINE SCHOOL DISTRICT
AMERICAN FORK UTAH

1987 - 88

DR. CLARK L. COX
SUPERINTENDENT

50 NORTH CENTER
AMERICAN FORK, UTAH 84003
(801) 756-8671

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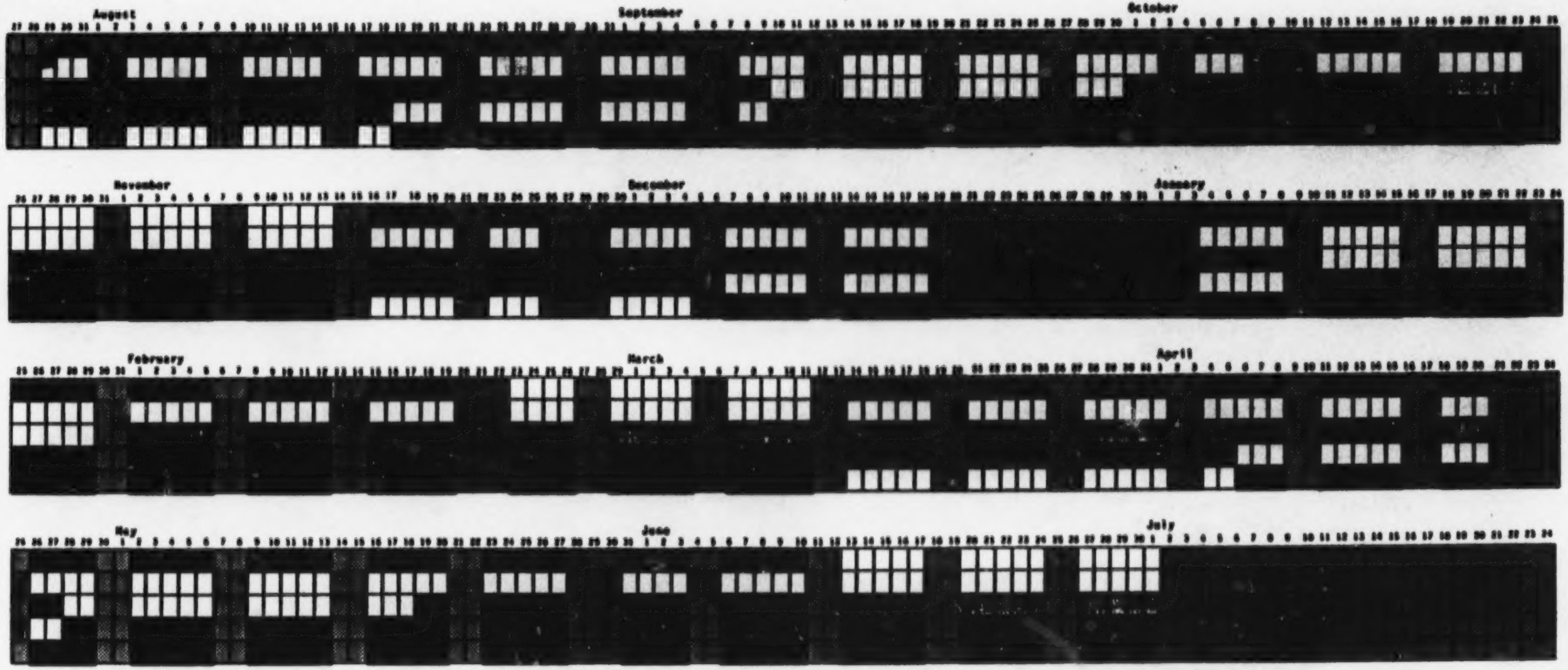


BONNEVILLE ELEMENTARY

SPECIAL DATES

S.E.P. -- Sep 23, 24 (School out 25th)
Jan 27, 28 (School out 29th)
May 18, 19 (School out 20th)

Field Day -- Jun 10

ORCHARD ELEMENTARY

SPECIAL DATES

Parent Conf. -- Oct 6, 7 (School out 12th)
Feb 17, 18 (School out 19th)
May 25, 26 (School out 27th)

Field Day -- Jun 13

DAN PETERSON SCHOOL

SPECIAL DAYS

'F' Track -- Aug 31 through Jun 3

Parent Conf. -- Oct 1, 5 (School out Oct 12th)
Feb 16, 17 (School out Feb 19th)
Apr 18, 19 (School out Apr 26th*)

All Students Attend:

Oct 30 (Halloween)
Nov 4 (Picture Day)
Dec 18 (Christmas)
Feb 12 (Valentine's)

*Track 'D' does not attend Apr 28 or 29

PRO[illegible]SC[illegible]OL [illegible]RI[illegible]

1989-1990
Year Round Calendar

Grades 1-6
MTWF 8:50 - 3:30
TH 8:50 - 1:50

Kindergarten
MTWF AM 8:50 - 11:35
TH AM 8:50 - 10:50

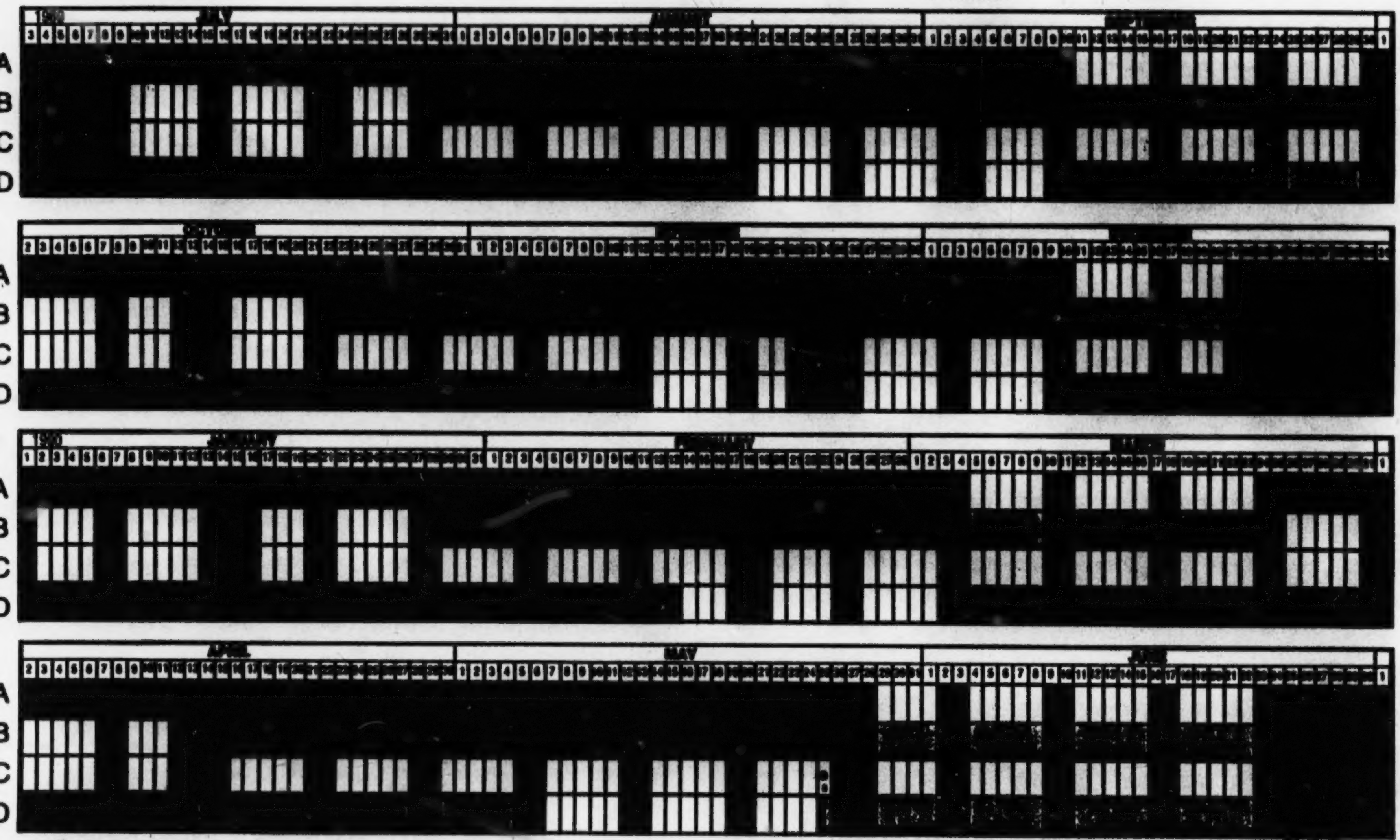
MTWF PM 12:45 - 3:30
TH PM 11:50 - 1:50

FAMILY SCHEDULE:

WESTRIDGE ELEMENTARY
1720 West 1460 North
Provo, Utah 84604
(801) 374-4870

Note: Parent/Teacher Conferences will be scheduled during the school year. School will not be dismissed, therefore, these conferences will not interrupt instructional days. WE RECOMMEND THAT STUDENTS PARTICIPATE IN THE CONFERENCES!

■ Weekend
■ Holidays
☐ Vacation


1989
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
1990
JANUARY
FEBRUARY
MARCH
APRIL
MAY
JUNE
A
B
C
D

WESTRIDGE SCHOOL PHILOSOPHY

We believe the mission of Westridge School is to equip students with basic tools of literacy and to expose them to major principles, concepts, and methods of inquiry in arts and science. We accept the responsibility of teaching students to read, write, and compute, and to speak, listen, and think clearly and effectively. While intellectual development is the major focus of our school, we recognize the importance of other aspects of human development. We accept shared responsibility with parents, churches, government, and other public and private institutions to enhance the physical, social, emotional, aesthetic, and moral development of our students.

We recognize that all children are both intrinsically good and unique; we acknowledge the need to accommodate these differences, within a framework of acceptance, love, and understanding in which they can express their goodness. It is also important for children to have limits that are clear and defined, but comfortable to move within.

We recognize that students learn what they want and need to learn if they are taught well. We strongly acknowledge the need for a common core of learning experiences for students. Nevertheless, programs should be flexible enough to provide personalized learning. Educationally, programs should challenge students to the extent of their capacity with teachers employing a variety of teaching techniques, and checking frequently for student mastery of learning objectives.

We know that the educational process best functions in an atmosphere of mutual respect and open communication, with active involvement of educators, patrons, students, and other supporting institutions. Parents are partners in the education of children, and are to be appropriately involved in assessing students needs, planning their child's school program, and reviewing school-wide programs, procedures, and policies.

SCHOOL MOTTO
"REACH FOR THE STARS"

WESTRIDGE ELEMENTARY SCHOOL
1989-90

HOLIDAY AND RECESS SCHEDULE

School Year Begins for tracks A,C,D	Monday, July 10, 1989
School Year Begins for track B	Monday, July 31, 1989
Close of Classwork track A	Friday, May 25, 1990
Close of Classwork tracks B,C,D	Friday, June 22, 1990

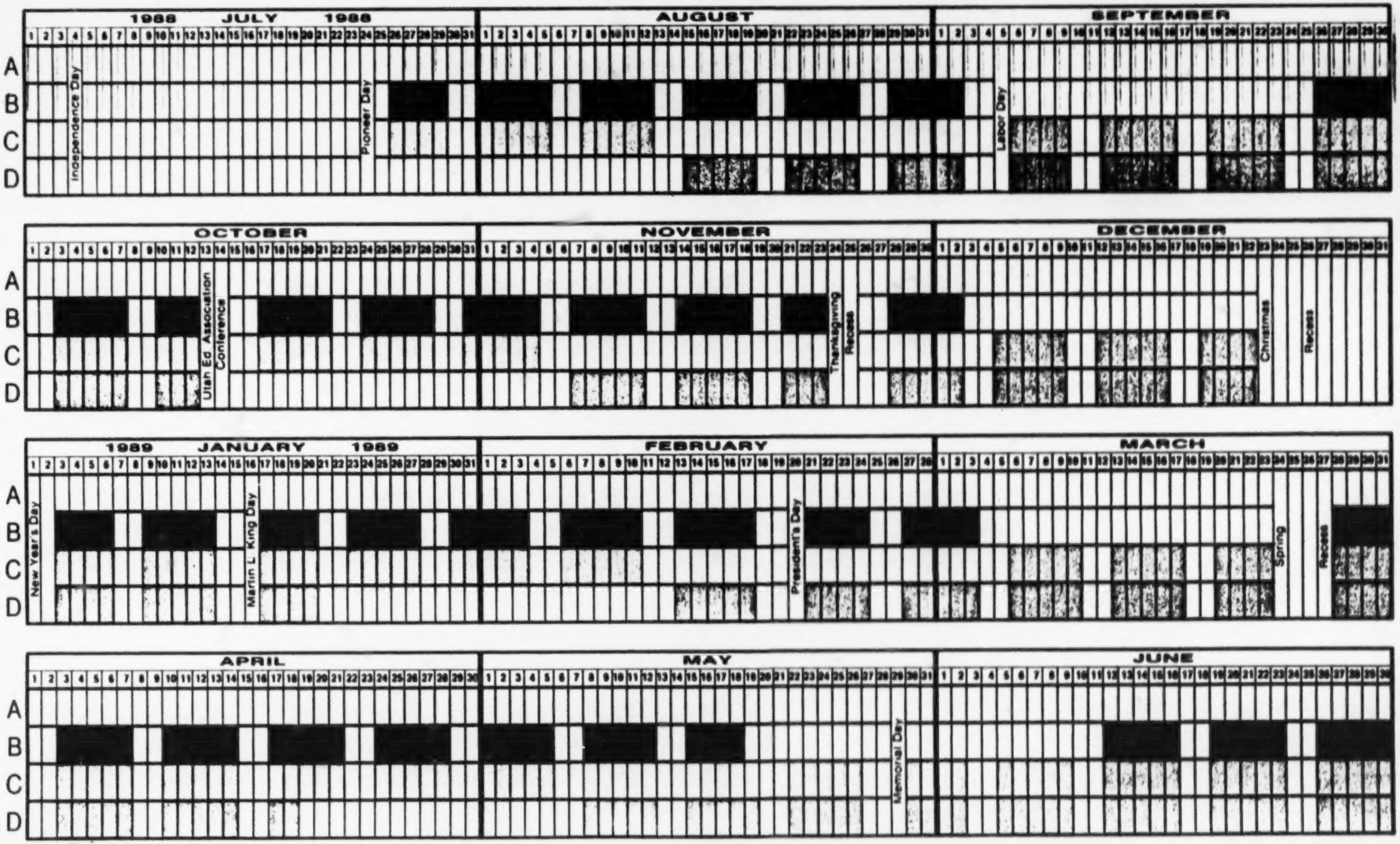
School will be closed on the following days

State Holiday	Monday, July 24, 1989
Labor Day	Monday, September 4, 1989
U.E.A.	Thursday and Friday October 12 and 13, 1989
Thanksgiving Recess	Wednesday, Thursday, Friday November 22, 23, and 24, 1989
Winter Recess	Begins Thursday, December 21, 1989 Tracks A,C,D, return Tuesday, January 2, 1990
Professional Development Day	Monday and Tuesday January 15 and 16, 1990
Presidents Day	Monday, February 19, 1990
Spring Recess	Thursday and Friday April 12 and 13, 1990
Memorial Day	Monday, May 28, 1990

Granite School District

1988-1989
Year Round Calendar

☐ Weekends
☐ Track Vacation Days


1988 JULY 1988
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
1989 JANUARY 1989
FEBRUARY
MARCH
APRIL
MAY
JUNE
A
B
C
D
Independence Day
Pioneer Day
Labor Day
Utah Ed Association Conference
Thanksgiving Recess
Christmas
Recess
New Year's Day
Martin L. King Day
President's Day
Spring
Recess
Memorial Day

Granite School District

1988-89 School Year-Round Calendar

Bacchus, Beehive, Bridger, Copper Hills, Farnsworth,
Fox Hills, Hillside, Pleasant Green, South Kearns, Westbrook

	Track A	Track B	Track C	Track D
School Year Begins	July 26	July 26	July 26	Aug 15
School Year Ends	June 9	June 30	June 30	June 30
Parent Teacher Conference	Sept 22	Oct 11	Oct 11	Oct 11
Parent Teacher Conference	May 4	May 4	May 4	May 18
First Session	42	29	14	41
Second Session	47	45	41	45
Third Session	43	42	42	44
Fourth Session	36	37	42	38
Fifth Session	0	15	29	0
Total days for students**	168	168	168	168

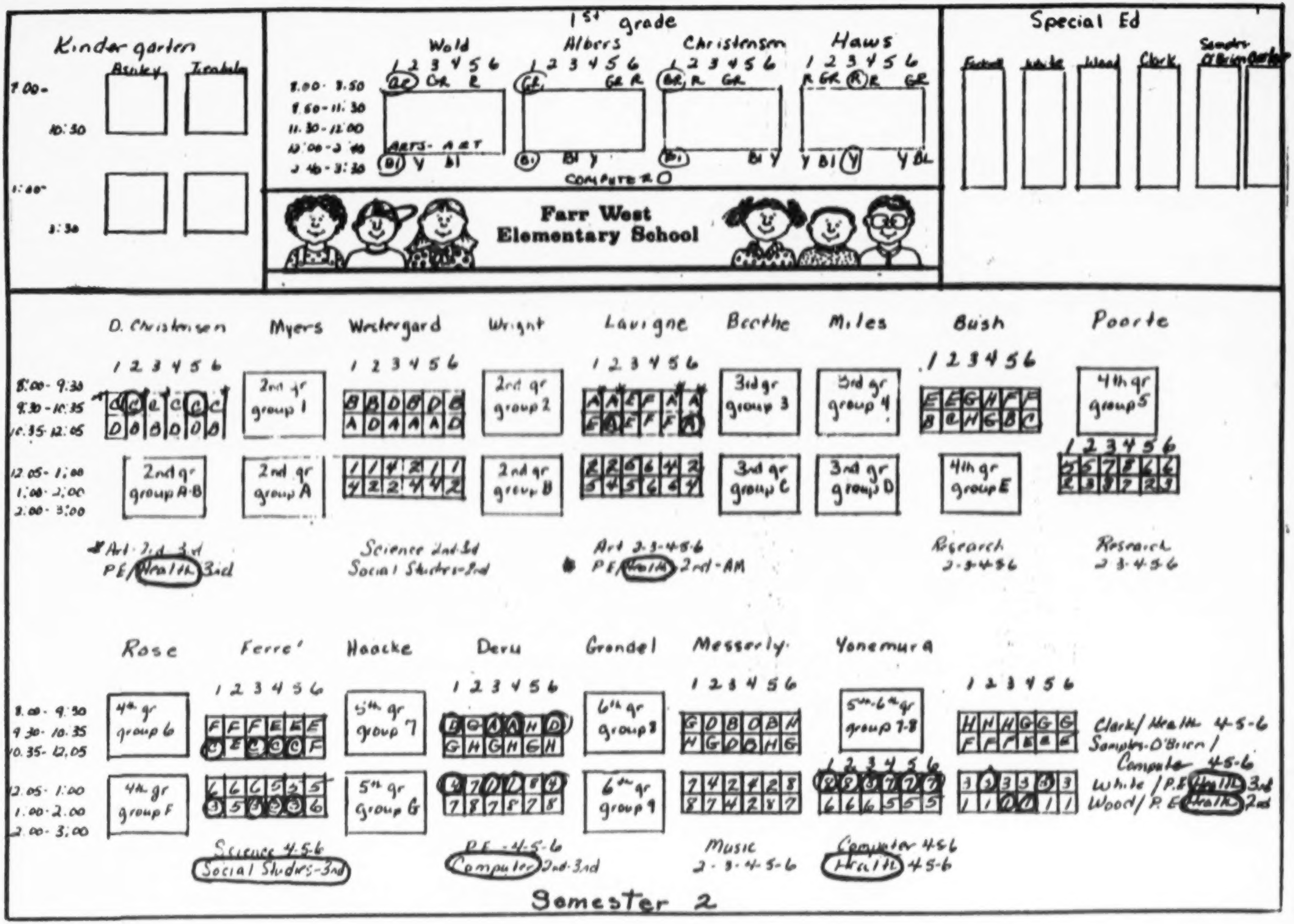
**Each student day has been increased by an average of 19 minutes per day so that the state required minimum year is still being met.

Days All Tracks are Closed for Student Attendance

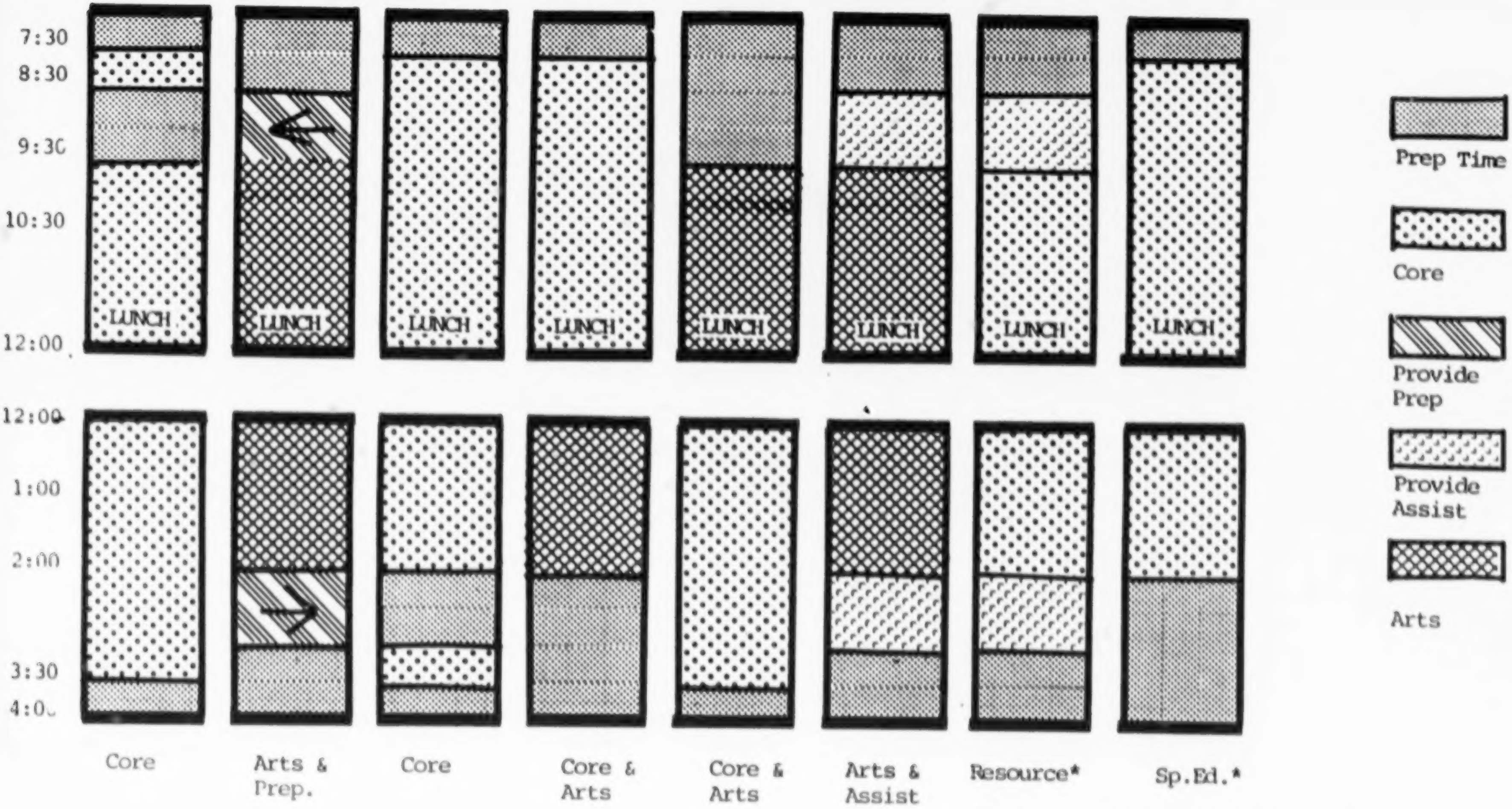
Pioneer Day	July 25, 1988
Labor Day	September 5, 1988
Fall Parent-Teacher Conference (Tracks B, C, D)	October 11, 1988
Utah Education Association Conference	October 13 and 14, 1988
Thanksgiving Holiday	November 24 and 25, 1988
Christmas Vacation	December 23, 1988 thru January 2, 1989
(Begins at close of school Thursday, December 22, 1988 and reconvenes Tuesday, January 3, 1989)	
Martin Luther King Day	January 16, 1989
Presidents' Day	February 20, 1989
Spring Parent-Teacher Conference (Tracks A, B, C)	May 4, 1989
Spring Recess	March 24 and 27, 1989
Memorial Day	May 29, 1989

APPENDIX E

SAMPLE EXTENDED DAY SCHEDULES


Kindergarten
Ashley
Trinkle
9:00
10:30
1:00
3:30
1st grade
Wold
Albers
Christensen
Haws
1 2 3 4 5 6
9:00-9:50
9:50-11:30
11:30-12:00
12:00-2:40
2:40-3:30
ARTS - ART
COMPUTER
Special Ed
Clark
Sampton O'Brien
Farr West Elementary School
D. Christensen
Myers
Westergard
Wright
Lavigne
Beethe
Miles
Bush
Poorte
8:00-9:30
9:30-10:35
10:35-12:05
12:05-1:00
1:00-2:00
2:00-3:00
2nd gr group 1
2nd gr group 2
3rd gr group 3
3rd gr group 4
4th gr group 5
2nd gr group A-B
2nd gr group A
2nd gr group B
3rd gr group C
3rd gr group D
4th gr group E
Art 2nd 3rd
PE/Health 3rd
Science 2nd-3rd
Social Studies-2nd
Art 2-3-4-5-6
PE/Health 2nd-AM
Research 2-3-4-5-6
Research 2-3-4-5-6
Rose
Ferre'
Haacke
Deru
Grondel
Messerly
Yonemura
4th gr group 6
5th gr group 7
6th gr group 8
5th-6th gr group 7-8
4th gr group F
5th gr group G
6th gr group 9
Clark/Health 4-5-6
Sampton-O'Brien/ Compute 4-5-6
White/P.E/Health 3rd
Wood/P.E/Health 2nd
Science 4-5-6
Social Studies-3rd
P.E. 4-5-6
Computer 2nd-3rd
Music 2-3-4-5-6
Computer 4-5-6
Health 4-5-6
Semester 2

FARR WEST ELEMENTARY
EFFECTIVE CURRICULUM DESIGN
TEACHER SCHEDULE



*Each teacher spends 1 hr per day between 9:30 AM to 2:00 PM in the Effective Curriculum Design

—RELATED—

	1ST SEMESTER		2ND SEMESTER	
	12:55 - 1:40	1:40 - 2:25	12:55 - 1:40	1:40 - 2:25
ART (an Wagoner)	2A	2B	3B	3A
SOCIAL ST. (Giles)	2B	2A	3A	3B
MUSIC (Heliewell)	3B	3A	2A	2B
SCIENCE (Cowley)	3A	3B	2B	2A
ART (Smith)	4B	4A	5A	5B
SOCIAL ST. (Reese)	4A	4B	5B	5A
MUSIC (Sperry)	5A	5B	4B	4A
SCIENCE (Jurtschi)	5B	5A	4A	4B

CENTRAL ELEMENTARY SCHOOL

First Session (A)

8:15

CORE

Language Arts

Reading

Mathematics

P.E./Health

11:45

LUNCH

12:25

CORE (continued)

12:55

RELATED

2A	Art	4A	Social St.
3A	Science	5A	Music

1:40

2A	Social St.	4A	Art
3A	Music	5A	Science

2:25

(First Semester)

Second Session (B)

9:45

CORE

Language Arts

Reading

Mathematics

P.E./Health

11:45

LUNCH

12:25

CORE (continued)

12:55

RELATED

2B	Social St.	4B	Art
3B	Music	5B	Science

1:40

2B	Art	4B	Social St
3B	Science	5B	Music

2:25

CORE (continued)

3:55

- -

12:55

RELATED

2A	Music	4A	Science
3A	Social St.	5A	Art

1:40

2A	Science	4A	Music
3A	Art	5A	Social St

2:25

(Second Semester)

12:55

RELATED

2B	Science	4B	Music
3B	Art	5B	Social St.

1:40

2B	Music	4B	Science
3B	Social St.	5B	Art

2:25

3rd, 4th, & 5th Grade Class Schedule

Monday Schedule

9:00---9:20	S.S.R.
9:20---9:50	1st Class
9:50--10:25	2nd Class
10:25-10:35	Recess
10:35-11:10	3rd Class
11:10-	Change with Core
11:10-11:25	S.S.R.
11:25-11:55	4th Class
11:55-12:35	LUNCH BREAK
12:35--1:10	5th Class
1:10---1:50	6th Class

Regular Schedule

9:00---9:20	S.S.R.
9:20--10:10	1st Class
10:10-10:55	2nd Class
10:55-11:10	Recess
11:10-11:55	3rd Class
11:55-12:35	LUNCH BREAK
12:35-12:55	S.S.R.
12:55--1:45	4th Class
1:45---2:30	5th Class
2:30---2:45	Recess
2:45---3:30	6th Class

CLASS ROTATION SCHEDULE-------	Morning	Afternoon
Judd	5th,4th,3rd	5th,4th,3rd
Rowley	4th,3rd,5th	4th,3rd,5th
Ivie	3rd,5th,4th	3rd,5th,4th

Judd-

STUDENT SCHEDULE

88/89

FIRST SESSION

Core Subjects

8:15	9:00	9:45 11:45
1st Cummings	Math Anderson	Language Arts & Reading
2nd VanWagoner	Hellewell	
3rd Cowley	Smith	
4th Reese	Durtschi	
5th Giles	Sperry	

LUNCH

Related Arts

12:25 2:25

Rotating 1-5

Social St. - Anderson

P.E./Health - Hellewell

Visual Arts - Smith

Science - Durtschi

Music - Sperry

SECOND SESSION

Related Arts

9:45 11:45

Rotating 1-5

Social St. - Anderson

P.E./Health - Hellewell

Visual Arts - Smith

Science - Durtschi

Music - Sperry

LUNCH

Core Subjects

12:25	2:25	3:10 3:55
Language Arts & Reading	Math Anderson	1st Cummings
	Hellewell	2nd Van Wagoner
	Smith	3rd Cowley
	Durtschi	4th Reese
	Sperry	5th Giles

APPENDIX F

YEAR ROUND SCHOOL PATRON COMMENTS

YEAR ROUND SCHOOL PATRON COMMENTS

STRENGTHS OF THE PROGRAM

Less student burnout
More change to study
Better education
Less boredom
Retain better
Like short summer
Family has time to be together
Likes flexibility of breaks
Review less
Teachers more efficient
Breaks good for vacations
Saves money
Less teacher burnout
Kids get attention
Reduces excess free time
Learning not interrupted
More babysitters available
Kids meet more kids
Administration and staff great
Utilizes building better

WEAKNESS OF THE PROGRAM

All elementary schools should be on
Babysitters
Wasted day before break
Scheduling vacations
Hard for children to sleep and study in the summer
Summer activities hard on this schedule
Finding friends on same track
Conflicting school schedules
Too many breaks
Less efficient
Extended contract teachers give less attention to students because they are teaching more than one track
Breaks are too short
More teachers burnout
Kids never settle into a routine
Having kids home in the winter is hard
Put all schools on year round
Classes still large
Not enough teachers or aides
Need more money for education
Can't get the desired track
Don't like open classrooms
Twins are in the same class
Harder on parents
Poor communication
Child custody hard
Waste more time reviewing

Breaks cause forgetting
Kids bored on breaks

APPENDIX G

EXTENDED DAY SCHOOL PATRON COMMENTS

EXTENDED DAY PATRON COMMENTS

STRENGTHS OF THE PROGRAM

Teachers more efficient
Saves money
Children get more attention
Utilizes building
Like specialty classes
Prepares kids for sixth grade
Like core classes
PM kids more alert
Teachers teach their specialties
Parents more informed

WEAKNESSES OF THE PROGRAM

Less efficient
Need smaller specialty classes
Kids get less attention
More teacher burnout
Slower kids left behind
AM schedule too early

APPENDIX H

YEAR ROUND SCHOOL TEACHER COMMENTS

YEAR-ROUND ONE

40. What kind of employment contract are you on? (excluding career ladder days)
b. Extended beyond 180 teaching days: please describe additional work/time and additional salary.

221 days

43. What do you see as the greatest strengths of the Year Round/Extended Year program in your school?

1. Rejuvenated efforts by students before vacations and after
2. Changing of social structure of class with change of tracks
3. Knowing where I am going because of good planning

More money

44. What do you see the greatest challenges presented by the Year Round/Extended Year program in your school?

Making sure you are well planned. Do it at the beginning or it will be a killer.

Stress on children & teachers

5. Do you have any additional comments you would like to make concerning teaching on a Year Round/Extended Year calendar?

It really helps to keep us on target and moving quickly.

YEAR-ROUND TWO

1. Teaching is a very satisfying career.

   e) strongly agree: & Frustrating too!

   b) disagree: used to be!

2. I feel that I have control over the teaching methods and curriculum in my classroom.

   d) agree: The State and ACE have a lot of control

5. I feel isolated from other teachers in my school.

   a) strongly disagree: I don't feel ISOLATED, although I don't see them very often, which is frustrating. There is also the problem of scheduling grade level meetings.

6. I feel that I am expected to accomplish more with my students than it is possible to accomplish.

   d) agree: at times slower kids are pushed too much

   b) disagree: A.C.E. gives us some pressure

7. The educational goals established by the district administration are realistic.

   b) disagree: somewhat

   d) agree: (for the average student)

   d) agree: --mostly

   b) disagree: SET in particular

   d) agree: with one class, so I can correct the papers.

8. My principal lets me know when he/she feels that I have done a good job.

   b) disagree -- not enough appreciation

15. Year Round Education increases teacher professionalism.

b) disagree: I cannot take summer classes.

16. Adopting a Year Round/Extended Year program has benefitted students.

. d) agree: smaller groups on each grade level

19. After an interim break, students need a lot of review of information they learned before the break.

d) agree: --low students

36. Teaching salary

c) moderate stress: I enjoy subbing when off track.

39. What grade(s) do you teach? If you are not a classroom teacher, what is your assignment?

Resource -- A & C tracks K-6

40. What kind of employment contract are you on? (excluding career ladder days)
a. Traditional 180 teaching days
b. Extended beyond 180 teaching days: please describe additional work/time and additional salary.

a. Traditional 180 teaching days: 170

a. Traditional 180 teaching days: + 114 hrs career ladder

a. Traditional 180 teaching days: (? 170 days year round schedule).

b. Extended beyond 180 teaching days: 189.5 additional days are career ladder days

a. Traditional 180 teaching days: I substitute to supplement my income.

43. What do you see as the greatest strengths of the Year Round/Extended Year program in your school?

I come back refreshed--kids come back refreshed

Children retain more

Not getting a burned out feeling at the end of the year.

Periodic breaks, better academic learning time

Less review for students

Less teacher burnout, less student review

(3-week breaks for teachers in winter time) only strength

Fewer discipline problems, Less review to start, Student interest remains high

Lower burnout of teachers & students

Less sick days off. Teachers can take care of other business, during their breaks.

Continuous learning with short refreshing breaks. Much more successful than traditional.

44. What do you see the greatest challenges presented by the Year Round/Extended Year program in your school?

The changing of rooms and closet space. Some teachers go with the flow of changes & working easy--others seem to be too hard-nosed, too set in ways to give in and try something new!

Getting through all the curriculum

Changing Rooms--storing materials--having sometimes only 3 weeks in the summer while my kids are off all summer.

Losing things moving (changing rooms)

Loss of continuity among students, faculty and community

Sharing books and equipment. Finding enough books when I come back on track.

Moving from room-to-room, when go off-track & return; lack of "stable" area to keep personal teaching materials.

Teachers cannot go to day college classes in summer.

Moving into different classrooms each term.

to keep families happy with children in HS, JHS, & Elem.

Not being able to find materials when you return. Lost continuity with discipline problems & routine. Lost teaching days with going off and coming on track.

Moving Room to Room. Buildings not built with special storage room to be used by teachers all year.

Smaller class loads

Parents choosing tracks

--providing consistent support services to kids.
--getting people in the District Office to understand that year-round has different needs than traditional school.

District support

Summer teaching, scheduling of children on tracks, classroom size, changing rooms!!!, dealing with various schedules of co-workers--can't set up any on-going programs, own family plans interrupted

To continue!!

More students and teachers sharing books, equipment, etc. causes them to wear out more quickly. Moving room to room encourages teachers to travel light and cut out extras, especially "hands on" activities and supplementary books, papers, etc.

Having time off for summer classes.

Moving--not losing things--better filing.

45. Do you have any additional comments you would like to make concerning teaching on a Year Round/Extended Year calendar?

I love this schedule

It's great!

I see no advantages discipline wise. After 2 weeks back the moaning & groaning seems to start again.

I am excited and happy with the year round program. It works perfectly for my professional & personal needs.

It seems like you never get a good long break from kids. I liked the three long months in the summer. Hard to work on a Masters degree.

It's great, especially our principal Dr. Verna Tripp!

--Is it economically paying off?
--Higher absenteeism--they take vacations during on track time more than off track time.

I love this and hope to stay here until I retire in about 5 years

I love it!

In efforts to "save money" resource & other support services have suffered due to the different needs we have.

These programs cannot be run on a traditional school concept. More staffing is needed when personnel goes off track. Kids are not receiving consistent service.

Our principal has been wonderful!!! She puts in tremendous time! Much more than on a traditional school. For her to run the school properly she needs more hours in the day. It's a lot to ask of a principal. Track classes tend to stay together on year round and I don't feel this is a healthy association. The kids need to be mixed up often (year after year) to get a good social mix. It gets to be very hard by even the 2nd year on teachers when the class is the same.

Part-time work other than substituting is now out of the question; a nice raise would really help. Year-round also can make you feel left-out, i.e. opening institute, "real" school being the timetable for many of the district personnel.

I love to leave the cold weather during January for warmer areas.

I absolutely love it! It's been the best thing this side of a raise!

YEAR-ROUND THREE

2. I feel that I have control over the teaching methods and curriculum in my classroom.

    d) agree: somewhat

6. I feel that I am expected to accomplish more with my students than it is possible to accomplish.

    d) agree: because of class size

    d) agree: class size

7. The educational goals established by the district administration are realistic.

    b) disagree: for Kinder.

9. Changing the school schedule has encouraged more educational improvement in our school.

    c) no opinion/don't know: Can't see it!

10. More district support is needed to make the transition to alternative schedules like Year Round/Extended Year successful.

    d) agree: --access to media materials to fit year round

12. Students have a more positive attitude about school on an Year Round/Extended Year calendar.

    d) agree: The first 2 weeks back

13. There are fewer discipline problems with students on an Year Round/Extended Year calendar.

    c) no opinion/don't know: same

14. Students seem to learn more on an Year Round/Extended Year calendar.

    b) disagree: same

17. After the interim break, I return to school ready to get to work.

    (n/a) Does not apply I have no break.

39. What grade(s) do you teach? If you are not a classroom teacher, what is your assignment?

    K at two different schools; 1 is year round, 1 is a traditional school

    K-6 resource

40. What kind of employment contract are you on? (excluding career ladder days)
    b. Extended beyond 180 teaching days. . .

    45/15 - 170 teaching days

43. What do you see as the greatest strengths of the Year Round/Extended Year program in your school?

    The year round schedule

    Having short breaks during the year--kids and myself comeback fresh--less burn out

    Educational continuity

    The enthusiasm you have as a teacher and also the students when they come back on track. You are again really prepared for the next 9 weeks.

    Students don't seem to be as tired at the end of the year

    Small breaks for the students and teachers to regroup and rest up.

44. What do you see the greatest challenges presented by the Year Round/Extended Year program in your school?

    Fitting all of the academics in before tracking of and before testing very short break in July

    Families with children in junior high and high school.

If you have to work another job to support your family during summer months. Younger children take time to get back into the discipline program you have set up.

Servicing all tracks equally without an extended contract Resource is very difficult to manage

45. Do you have any additional comments you would like to make concerning teaching on a Year Round/Extended Year calendar?

It is wonderful!!

I love it!

Year round is so difficult for Resource students and teachers because there is not enough funding to provide a teacher for each track. Consequently we struggle to main consistent in our program when students are coming and going every 3 weeks. We never have time to get organized! We desperately need some inservice with curriculum specialists who have found WORKABLE programs, program/student management and record keeping. We don't have time to figure out how to manage the system because we are too busy controlling and maintaining on a daily basis.

YEAR-ROUND FIVE

1. Teaching is a very satisfying career.

   d) agree: class size

2. I feel that I have control over the teaching methods and curriculum in my classroom.

   Two very different items: teaching methods--d) agree curriculum--b) disagree

   b) disagree: this year with so much concentration of gifted/talented

   Teaching methods--d) agree; curriculum--b) disagree

   b) disagree: some district goals are inappropriate at this grade level

   d) agree: 2 separate questions

4. Working with other teachers in our school is difficult.

   c) no opinion/don't know: depends on which teachers

5. I feel isolated from other teachers in my school.

   e) strongly agree: have different lunch/recess schedule

6. I feel that I am expected to accomplish more with my students than it is possible to accomplish.

   d) agree: class size

   d) agree: from a curriculum standpoint

7. The educational goals established by the district administration are realistic.

   b) disagree: some yes, some no

   b) disagree: not enough time to teach everything they ask

   b) disagree, d) agree: sometimes

9. Changing the school schedule has encouraged more educational improvement in our school.

   b) disagree: Career Ladder Days are used for setting up and changing rooms.

12. Students have a more positive attitude about school on a Year Round/Extended Year calendar.

    e) strongly agree: often depends on parent's attitude

13. There are fewer discipline problems with students on an Year Round/Extended Year calendar.

    d) agree: somewhat--this depends on the students

15. Year Round Education increases teacher professionalism.

    b) disagree: still professional

16. Adopting a Year Round/Extended Year program has benefitted students.

    d) agree: yes in some areas

19. After an interim break, students need a lot of review of information they learned before the break.

    b) disagree: yes-review of rules and expectations; no-content

22. Planning overall curriculum

    c) moderate stress: please note: A lot of stress I feel pertain to our schools participation in Gifted/Talented Activities--Week of the Arts, etc.--Many activities are being thrust on us on a large scale project!

    d) a large amount of stress: fitting everything in--adding gifted and talent

23. Student discipline

c) moderate stress: because of large class size

d) a large amount of stress: since 1 student moved in March

24. Planning daily lessons

c) moderate stress: because of large class size

25. Working with parents of students

c) moderate stress: T.A.T. is a pain. Just makes more paperwork and slows down process.

27. Classroom organization

d) a large amount of stress: changing classrooms

32. Written reports to parents

d) a large amount of stress: midterm reports

33. Parent conferences

e) extreme stress: Instantly! too many, too cramped on time-? needed

d) a large amount of stress: relating to time necessary to prep for conference, teach everyday, all day and still be a wife and mother.

35. Academic progress of students

d) a large amount of stress: could be higher, it class sizes was lowered.

36. Teaching salary

d) a large amount of stress: I spend a lot of my own money for my classroom

37. The number of students worked with on a daily basis

d) a large amount of stress: 33 in one class--too many
e) extreme stress: class size

a) no stress: 25 students is not stressful

e) extreme stress: most years & c) moderate stress: this year only

d) a large amount of stress: 30 students is too many in first grade

e) extreme stress: Kindergarten--double load

39. What grade(s) do you teach? If you are not a classroom teacher, what is your assignment?

Resource K-6

Resource K-6

43. What do you see as the greatest strengths of the Year Round/Extended Year program in your school?

The breaks give both my students and myself time to regroup and come back ready to work. I waste very little time reviewing past curriculum because the students don't need it with only a three week break.

The students and teachers are refreshed after break. Not as much reteaching.

1) Having regular breaks away from your work. 2) Students do not seem to experience the type of pressure and stress seen in traditional setting.

Student retention of subject matter.

Lower stress level for teachers

Children retain more--eventually will be ahead of grade level

Students seem to retain and less review work needed when coming back from being off track.

I feel the children like the track breaks and do not lose so much academically over the summer. As a teacher I am more relaxed and excited after breaks.

Everyone gets mental health breaks throughout the year. I have found that when students are presented with new concepts before a break and are having a hard time grasping the concept (like regrouping in math), they are ready for the concept mentally 3 weeks later. I feel that Year Round schooling is better for the teacher and student because of the breaks--they allow you to relax and reenergize for the next 9 weeks.

You don't get burned out. You don't have to review as much.

Less need for review. Frequent breaks refresh both teacher and students.

For teachers, the 15 day breaks are helpful because it helps avoid burn-out (checking papers, meetings, and job pressure).

Accommodate more students

Less review, frequent breaks

Student retention of concepts, less burnout for students and teachers

Break time to rejuvenate the energy level-less burn out. Time to organize units better. Lets parents and students develop closer relationships being home at times other than in the summer.

The ability to plan and work for 6 to 10 weeks and then have a break. Stress level much less.

Less time for the children to lose what is learned. A greater break time at different time

It removes so much of the stress. I feel less tired more able to do my best. The students also feel less stress and are more able to accomplish their work. We do not have the usual wasted time at the end of the year. No burn-out of teachers or students.

Less time spent on review. Students and teachers get breaks to relax and refresh.

Accomplishment in the students

Less burnout; student and teacher. Less review due to lack of retention over long breaks.

Not as much teacher and student burnout.

Not having to reteach concepts lost during summer.

Frequent breaks.

Continued education and breaks

Less review since students tend to retain more with shorter interim breaks.

Learning extension, better retention.

Time to relax!

Kids and teacher come back refreshed and ready to learn

I love year round school. Though teaching is still a very stressful profession, I find that I can avoid the burnout by having shorter, more frequent breaks.

44. What do you see the greatest challenges presented by the Year Round/Extended Year program in your school?

1) Getting parents to try it. Most enjoy it once they've tried it.
2) Students kept on the same track, in the same class, year after year become too familiar with each other. More regrouping would help.

Moving and storing supplies after each track ends.

I see none that really concern me.

The maturity level usually seen between grades on a traditional level--not evident immediately with year round.

Not a long enough break from the end of one school year to the beginning of the next

The time teachers spend out of classroom, must work on break time or go to classes.

Shifting rooms when people leave--come back on track. Knowing what happened at school when coming back to work. Sharing supplies and closet space.

Fitting all the PTA programs and activities in and having to schedule speakers etc., field trips more than once. Moving rooms.

It is hard to include everyone in all of the activities because someone is always off-track. Moving rooms every track change is challenging for the teacher. When there is only one class on a track, they same kids are with the exact same kids every year--there is no way of mixing the kids every year.

Moving/ storing things while you're off track

We have tremendous problems with grouping students for instruction. We have increased the number of teachers we need to confer with since the teachers no longer have "low groups." It is difficult to be responsible for students on all tracks.

Keep students on task near break time. Getting units finished, papers checked and mastery of concepts completed.

Moving supplies from room to room every track change

Having to move each track time to a new room. Never knowing what track you'll be on from year to year. Parent/teacher conferences at awkward times.

Scheduling; moving classrooms; little storage area; inadequate time allowed for setting up classroom when coming back on track; Having to teach and go off track at the same time.

Scheduling

Teaching all subjects to all levels of students.

Organization of materials and curriculum

It's difficult to keep current with students on a track different from the one you're on. It's difficult to keep testing within short period of time or close to referral when students go off track during testing or before testing can start. Communication suffers as members of a team go on and off.

Changing rooms

Scheduling--especially school wide events. The 1st year--planning scope and sequence.

Changing rooms (on/off track) causes a great deal of stress and utilizes it your whole career ladder planning day;therefore, no time to prepare or plan.

Changing rooms added stress each track change--on or off. I don't like having to use Career Ladder days to change tracks--they should be for career or curriculum development.

To cover all the basics without so many interferences

Carrying on year round programs with some students off track.

District support, scheduling, modification of curriculum, planning, scheduling

Keeping students attention - summers

Only 164 days of class; lack of staff unity; less storage space; changing rooms grades 1-5

Changing classrooms 4 times per year

45. Do you have any additional comments you would like to make concerning teaching on a Year Round/Extended Year calendar?

It eliminates so much stress I experienced on a traditional 9 month schedule. I feel I can keep with my students much better for 8 or 9 weeks knowing we will all get a break soon. Kids that normally give up after the 1st few months of school, get a chance to start over several times a year on the year round schedule.

1) The year round schedule prevents "burn out."
2) There is much less stress. I have taught 27 years in a traditional setting. Going on to year round is the finest thing "change" I have experienced in education.
3) I now feel I may be able to teach to age 65 rather than seeking a premature "out."

I enjoy teaching year round and feel it is beneficial both professionally, and family wise. I feel better as an educator with breaks intermittent throughout the year--less stress.

Track changes--the teacher with most seniority should not always get 1st pick of tracks--especially if only a couple of months or weeks difference when each started teaching in district. It gives one an unfairness.

The problem I have found is that the high schools etc. are on a different schedule so parents need to plan vacations differently.

It is very hard to have career ladder time for report cards at night. It is difficult to do after being with the kids all day. Traditional schools get to do their report cards one entire day without kids; it would be very helpful if year round could have it the same way. Also it is hard to use curriculum planning days to set up classrooms for track changes; they end up being used to move furniture rather than planning. I think Year Round education is the greatest!

The use of the words Year Round/Extended year and confusing to me. I work in a year round school, but not on an extended year contract. In Jordan, extended year means that a teacher works eleven months. Many teachers enjoy taking university classes or work on advanced degrees. Year Round school makes this extremely difficult.

Yes, it would be helpful to be able to stay in the school building, to plan and get materials ready--later than 4:50 p.m. Also, week-end as other districts allow.

I like it for the most part!

I resent using Career Ladder days to set up my classroom when coming back on track. I don't believe that is the intent of the legislature, nor is it fair. Non Year Round School people get to use this time for productive planning. We move boxes etc.

Comments made were not based on just feelings because of being on year round, but teaching in general. Teaching is stressful whether it be on year-round or traditional. The breaks in between help teachers re-evaluate methods, styles, and techniques of teaching and understanding the needs of the students. I like year round even being a mother of 4.

It's great! I enjoy it!

This concern is on class size. I do not think it is right that the number of teachers assigned to a school is determined by overall school enrollment. I think it should be determined by each grades needs--smaller class sizes in the lower grades. 30 in a class is too many to teach in one class.

Its great--I could never go back. It's given me new freedom. I feel more able to surmount problems in the classroom and provide better instruction because of the restful short breaks.

I like the breaks during the year--they help me keep going with the stress of Resource work. The increase in students in a year round school really makes it hard for our team to keep current on all the new referrals in addition to our own annual reviews and I.E.P.'s. The amount of paperwork for Sp. Ed. teams "seems" double in a year round situation. I know it's not actually double, but with the coming and going of tracks it does take twice the time to keep track of it all.

I do not like to use career ladder day to change tracks.

Less PTA, and district directed programs to have more time to teach the basics.

Year Round school calendars have been very difficult for students, teachers, and parents to adjust to. Our district has 46 elementary schools, 16 or so are year round. The district is still "traditionally" thinking about year round schools.

I'm concerned about requiring kindergarten on all tracks. It's hard to communicate with team members when there is one 1/2 day teacher--can't imagine 4 half day people and sharing a kindergarten room.

My children are also on "year round." They love it. Overall, my students do too. Not only do we accommodate more students, but I feel that it is a superior method of education. Does it reduce stress? I'm not sure.

YEAR-ROUND SIX

7. The educational goals established by the district administration are realistic.

b) disagree: some of the GEMS Language Guide. Some of the Language Arts area is a bit strenuous for 1st graders. They need more time on areas found in the old language guide.

37. The number of students worked with on a daily basis

d) a large amount of stress: (big classload)

43. What do you see as the greatest strengths of the Year Round/Extended Year program in your school?

Children have frequent breaks and are not as easily burned out.

Allows for students to have breaks which decreased boredom and inattention. Slower children to not seem to lose as much.

I like the children having a steady year-long progression in school without 3 months off in the summer to backslide in. I like having time to stop and analyze my program.

Students and teachers having regular breaks allows both of them to accomplish more because they don't suffer from burnout. A balance of work and relaxation is built into the schedule. Traditional calendar has too much work at one time and too much vacation at one time. It is out of balance.

44. What do you see the greatest challenges presented by the Year Round/Extended Year calendar?

Equalizing the tracks (in numbers of students) so that each class has a reasonable number of students is a problem.

Scheduling team, school, parent activities

Teaming with other teachers.

Keeping families on the same track year after year so that they become more inclined to schedule their vacations for a time when their children are off track. (Too much absenteeism in the summer months.)

45. Do you have any additional comments you would like to make concerning teaching on a Year Round/Extended Year calendar?

I enjoy the year round schedule.

I have found YRE to be both beneficial and satisfying. I think parents and children enjoy the schedule and are happy with it.

I would like to see the district act like year-round is really here--not like an adopted, unplanned child. Planning films, planning classes, and ordering supplies can be tricky. If you are off track you often don't learn about classes until it is too late to register.

Since a year round calendar is a 4 quarter calendar, it would be very nice if we had a quarterly report card instead of a trimester report card. This would eliminate duplication of efforts. Right now I send home a report each time we track off. Then I have to prepare the normal "district" report cards 3 times per year. The dates are not related. It would be nicer and far more effective to have the district report card correlate to the dates we track off. This is a natural time to report on the progress of students. It is a natural break and a good time to have the parents come in to conference about their child's progress. They can be counselled as to things they can work with their child on while off track that would be beneficial to his/her progress. Each quarter then becomes a unique, specific period of time that students, teachers and parents are accountable for making as much progress as possible.

YEAR-ROUND SEVEN

1. Teaching is a very satisfying career.

    (n/a) could be

5. I feel isolated from other teachers in my school.

    c) no opinion/don't know: other grade levels yes, my own grade level no

    d) agree: not because of year round but room placement

    d) agree: (somewhat)

6. I feel that I am expected to accomplish more with my students than it is possible to accomplish.

    b) disagree: (sometimes)

7. The educational goals established by the district administration are realistic.

    d) agree: (usually)

13. There are fewer discipline problems with students on an Year Round/Extended Year calendar.

    b) disagree: unable to separate certain children--because of track assignments

    c) no opinion/don't know: no difference

17. After the interim break, I return to school ready to get to work.

    (n/a) I'm on extended and have no breaks

    d) agree: I'm still not fully rested

    d) agree: most of the time

22. Planning overall curriculum

    d) a large amount of stress: new to school, new to grade level

24. Planning daily lessons

d) a large amount of stress: new to Open Court curriculum

d) a large amount of stress: no planning time!

27. Classroom organization

d) a large amount of stress: track change day

d) a large amount of stress: keeping everything going smoothly coming on and going off track

31. Testing students

c) moderate stress: Keeping on top of things

33. Parent conferences

d) a large amount of stress: Time-worn out!

d) a large amount of stress: I enjoy them but preparing for them is stressful up to date data being complete through

36. Teaching salary

b) very little stress: on extended

39. What grade(s) do you teach? If you are not a classroom teacher, what is your assignment?

K-6 (Resource)

K-6 Resource teacher

40. What kind of employment contract are you on? (excluding career ladder days)
b. Extended beyond 180 teaching days: please describe additional work/time and additional salary.
233 days, 33% raise in salary

233 days $10,000

43. What do you see as the greatest strengths of the Year Round/Extended Year program in your school?

A few breaks throughout year

Breaks during the year

No long summer break; better use of buildings

No need for review, frequent breaks to get rejuvenated
Less student and teacher burn-out; less reteaching

The strong educational benefits for the students! Students have an enthusiasm for school and for learning that I have never before observed.

--less teacher burn-out, --more knowledge retained by students, --less student burn-out.

No burn out!

Housing-can have larger number of students in same amount of rooms; Breaks

The children seem to retain information better

Children are never out too long so they forget. Not much review seems to be required with most students. They comeback refreshed.

--Less burnout for kids & teachers; --kids retain so much more.

No burn-out by this time of year. Children come back ready to learn after every track off. A regular break from hard to handle students.

Students forget less and therefore less time is spend reviewing. The time off renews us all.

Breaks for children; I can gear up off track for problems.

Breaks for renewal

I enjoy having the various breaks during the year.

The support we get from other faculty members. Parents support and favorable comments on year round school. Less student fatigue.

Release of stress after 9 weeks. Time to prepare

Children are less stressed out, however, even three weeks off is too long for some students. Children really work for track on time, but you can tell when it's time to go off again.

Gives teachers much needed rest period and limits burn-out.

More learning occurs. Less teacher burn-out. Less review time. Students seem to enjoy school more.

Less student-teacher burn out. Less review time. Vacation times other than summer months.

When we're worn out--we get a good break. Less reviewing. Units 3 week blocks.

Not as much students and teacher burn out.

Being able to have breaks throughout year beneficial to students and teacher.

44. What do you see the greatest challenges presented by the Year Round/Extended Year program in your school?

Scheduling; 2 teachers for 4 tracks

Scheduling problems

Changing rooms

Moving from classroom to classroom

All the moving when going off track and coming back on;having to re-establish your entire room and having to use career ladder days for this; attendance when families want to take vacations.

Coordinating school activities for all students--I consider this a low priority.

--changing class rooms, --children whose parents are not as interested in their education, sometimes get put in the least popular tracks because the parent never chooses (less parental involvement in the classroom on these tracks).

Never a feeling of an end. Summer is so short with teacher prep days.

Curriculum scheduling, team teaching, changing rooms

Teacher burn-out.

Changing classrooms.

Working with other teachers coordinating programs to meet students needs. No follow-through with resource students when their source teacher is off track.

Co-ordinating all school activities. I often wish so much emphasis weren't placed on total school activities, and trying to include all students in so much.

Moving rooms and belongings--very hard--not enough storage. Career ladder days spent moving more than preparing. Children are with the same group year after year.

Moving into another teaching area. (My things are needfully scattered around our teaching area.)

Big projects continue at school while you are off track. It is hard to come back and get back into the flow. Then not knowing what I'm getting into. Moving from room to room, can't find materials etc.

Rotating of classroom when people are going on and offtrack--storage space.

Coordination with teachers and staff.

Parents who take their children out of school too often,children who take a vacation during track on time. Schedules, children who are sent very late--whenever!

Keeping parents happy. Coordination activities--some tracks should just miss holiday activities instead of trying to make them up or do them early.

Scheduling--No more challenges really than a traditional schedule.

Scheduling guests, teaming, changing areas, ordering films.

Moving rooms every time. Not being able to separate certain kids. Unity as team (someone always gone).

Always moving classrooms and losing career ladder days to do so.

Catching up with what has gone on while we've been off changing rooms!

45. Do you have any additional comments you would like to make concerning teaching on a Year Round/Extended Year calendar?

I think it has worked very well.

I really like the year round schedule as we do it here. I don't get so burned out.

I personally have enjoyed periodic breaks--I don't have the same burned-out feeling as on a traditional schedule.

I love it! The long summer vacation (3 months) I feel is the greatest detriment to education. Not only do students lose academic skills, but they get out of the habit of simply thinking! They forget how to behave. I have been totally amazed at how quickly students get back into the habit of school after their intercession time. As a teacher I feel very little burnout as compared to traditional years and I see so little burnout in students. It was amazing to see students still performing at their best, even in June.

Changing rooms is a real hassle. They should give career ladder points for this. I spend much time after everyone has gone and come very early on the day the kids come back. The room is messy and we have to clean if you follow a messy teacher. Too many 5 min. meetings that last for 30 to 45 minutes. During the winter there is never a break. We have to be with the class during lunch even.

I enjoy year round but wish we weren't required to do more and more for less and less and with less and less.

This calendar makes it even more difficult to earn extra money or to take classes when you're not already tired. I've experienced a lot of sickness also.

I love it!

I love it!

Year round school is difficult for some resource children who cannot handle the (Comment unfinished.)

I enjoy the 9 weeks on and the 3 weeks off. It seems that both teacher and students are ready at the end of each break to return to school work. I tackle each on-track time with re-newed energy and desire.

I love it--my own children like it. A "regular" summer is too long for kids. I am in better health physically and emotionally because of "breaks." I can arrange appointments, i.e. Dr., Dentist, taxes, etc. for my off-track times--kids also.

It is great to have the students come back with less knowledge loss--Students are eager to come back and start up again after break.

We need to have activities for children when they are offtrack (academics, arts, etc.) Sometimes I feel the day is too long--we have class from 12 to 3:30--too long of an afternoon.

I love it!

Being willing to cooperate/flexibility a must. Need good communication. It's wonderful!

I love it, because of a break in every season.

There are strong points and drawbacks--this is true of any schedule.

YEAR-ROUND EIGHT

13. There are fewer discipline problems with students on an Year Round/Extended Year calendar.

    a) strongly disagree: most discipline problem students seem to like consistency in schedules. When they first come back on track, it takes them a while to "get back on track" and into the schedule.

15. Year Round Education increases teacher professionalism.

    b) disagree: It's difficult to work as a "WHOLE" faculty when part of the faculty is gone--there's less team work.

16. Adopting a Year Round/Extended Year program has benefitted students.

    d) agree: most

18. After the interim break, my students return to school ready to get back to work.

    c) no opinion/don't know: Some do--some don't

19. After an interim break, students need a lot of review of information they learned before the break.

    d) agree: the slower students

23. Student discipline

    b) very little stress: Depends on the week.

36. Teaching salary

    e) extreme stress: getting a PhD would increase my salary only by $600/year. BS, MS + 45 additional hours. Utah doesn't pay their teachers what they're worth! Yes, teachers would do even more if they felt compensated. In lower grades a lot of money comes out of our own pockets!

40. What kind of employment contract are you on? (excluding career ladder days)
b. Extended beyond 180 teaching days: please describe additional work/time and additional salary.

230 day contract

43. What do you see as the greatest strengths of the Year Round/Extended Year program in your school?

Lack of teacher and student burn-out.

1) Less reteaching of concepts; 2) less burn-out of students and myself; 3) I enjoy different times of year off with my 2 small boys.

Setting goals and meeting them on a quarter basis. Getting away from school at varied times of the year. Teachers and children don't get burned out. I have four children 8, 10, 12, 14. We have more time together throughout the year.

Meeting the needs of the students.

Less reviewing; less stress for teachers because of the off track periods.

Rejuvenation following breaks. Students retaining what they've learned.

Retention of skills, more rested

1) accommodates more bodies; 2) more breaks throughout year

Easier transition between school year (more information retained)

It gives teachers breaks away from students, parents, work in general. It gives students breaks away from teachers,other students--work in general.

Better academic performance, less review needed

I like the breaks away from the stress.

Less review time at first of year; Breaks help relieve teacher stress

Students don't need as much review at the beginning as traditional school.

1-Continuity, retention of facts; 2-less burn-out

Relieves school size

1. Breaks are spaced out to give teachers a "breather."
2. Possibility for Extended Contract--extra earnings

More even, consistent learning; less stress, more frequent breaks

44. What do you see the greatest challenges presented by the Year Round/Extended Year program in your school?

Coordinating programs with other teachers on team.

The current modified schedule makes it even more difficult to cover curriculum because of the cutting of 10 days. The school board says the extra 20 minutes a day makes up for the 10 days, but in the real world of teaching, the extra time is used to extend teaching time not introducing new concepts.

Having students in school when older siblings are out for traditional school. Getting the district to adjust it the year-round schools' needs--reporting to parents,communication, etc.

Teachers don't see or plan with some teachers who are "offtrack"--Materials are more available. Changing rooms every 9 weeks is hard. My middle school children are on a different schedule. Track populations are often uneven--one teacher having 25 another 30.

Scheduling

Matching everyone's schedules up if everyone is not on year round.

Scheduling/unity of faculty and staff

Tracking on and off--you need a whole day to get your room ready without the other class in your room

1) Coordinating upper level students (Jr. High/High School)with lower level in families. 2) To be on a track with the same students year after year does not allow for social growth.

Scheduling conflicts of not having everyone together at any given time

Correlating with other teachers, lack of team work.

I see no big problems

I think the slow starter or students that isn't self motivated to learn suffers.

Too many surveys. Double scheduling every event can be a problem, but it is working quite well. Uneven track sizes are a problem. Tracks need to be more balanced in numbers.

Changing rooms

Some children need to be moved off tracks regularly (changed to keep discipline "classes" from developing over the years)

Scheduling and keeping all 4 tracks covered in Kindergarten

Being totally self-contained has been frustrating. The responsibility for covering all Academic areas is a bit overwhelming. I enjoyed teaming closely when on the traditional schedule.

Rotating classrooms, finding storage space when off-track. The students stay with same class all through elementary years, less teaming.

45. Do you have any additional comments you would like to make concerning teaching on a Year Round/Extended Year calendar?

Having to use career ladder days to move into room. Need them before parent conference.

Sometimes combinations of children on tracks becomes a problem if they don't have to change tracks from year to year. The students tend to get in habits, good or bad, when with the same children year after year. I dislike using my supposed career ladder days to move furniture.

As a parent, teaching 170 days is best for me. As a teacher, the difference (180-170 days) of ten days less isn't equal in productivity to 20 minutes added on to the day. 10 extra days would be better for kids! (or even more!!!!)

It's Great!

I enjoy it.

There needs to be more consistency with the number of tracks in each area so teachers do not have to be bumped from track to track and bumped in and out of extended year. Teachers should be able to have a choice of extended year or 180 day contract.

I would have difficulty going back to a traditional school year. I wish middle and high schools would go year round to help families who have children in those as well as elementary.

I think it works well!

I'm not sure it's fair to combine year round and extended year into one category. My answers reflect my feelings about year round. I could not teach extended year and feel as positive about it and I am unsure about its effect on students.

I love it.

8. My principal lets me know when he/she feels that I have done a good job.

   b) disagree: nothing to do with year round

10. More district support is needed to make the transition to alternative schedules like Year Round/Extended Year successful.

   e) strongly agree: We lose our career ladder day moving

13. There are fewer discipline problems with students on an Year Round/Extended Year calendar.

   b) disagree: same/sometimes more because friends select the same schedule.

   b) disagree: no difference at all!

15. Year Round Education increases teacher professionalism.

   b) disagree: We can't take classes

18. After the interim break, my students return to school ready to get back to work.

   b) disagree: They are kids!

23. Student discipline

   b) very little stress: own class d) a large amount of stress: from other classes in center

31. Testing students

   c) moderate stress: no walls

32. Written reports to parents

   c) moderate stress: a lot of teacher time to do an informative job worth doing!

WILLOW CANYON ELEMENTARY

8. My principal lets me know when he/she feels that I have done a good job.

   b) disagree: nothing to do with year round

10. More district support is needed to make the transition to alternative schedules like Year Round/Extended Year successful.

    e) strongly agree: We lose our career ladder day moving

13. There are fewer discipline problems with students on an Year Round/Extended Year calendar.

    b) disagree: same/sometimes more because friends select the same schedule.

    b) disagree: no difference at all!

15. Year Round Education increases teacher professionalism.

    b) disagree: We can't take classes

18. After the interim break, my students return to school ready to get back to work.

    b) disagree: They are kids!

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    b) very little stress: own class d) a large amount of stress: from other classes in center

31. Testing students

    c) moderate stress: no walls

32. Written reports to parents

    c) moderate stress: a lot of teacher time to do an informative job worth doing!

33. Parent conferences

c) moderate stress: because there's no day off afterwards and you're exhausted physically and mentally

39. What grade(s) do you teach? If you are not a classroom teacher, what is your assignment?

Resource teacher K-6

40. What kind of employment contract are you on? (excluding career ladder days)
b. Extended beyond 180 teaching days: please describe additional work/time and additional salary.

I receive about $10,000.00 more a year

I'm extended contract working everyday. I get paid one day salary for each day I work over 180 days.

33 1/2 increase in salary

44 extra days at regular daily rate. No additional benefits.

43. What do you see as the greatest strengths of the Year Round/Extended Year program in your school?

1-less stress for students and teachers;
2-little or no review time;
3-more positive attitude

The breaks come when you and your students are stressed out. When you come back you and your students are ready to work hard again!

Little loss of what students are taught; also good to have frequent breaks.

Less time to forget knowledge; breaks to deal with stress.

Less Review!

I can become a professional for the first time.

No "burn out" for teacher and student.

The children always seem fresh and eager to learn. No student or teacher burn out.

My free time! Students need much less review.

Extend the use of the building. Children might not forget as much.

It gives the students a break so they are not so bored with going to school. Also you don't waste as much time at the beginning of each year reviewing concepts they forgot over the long summer vacation.

Three week breaks opportunity to earn more money.

Student Achievement

Student progress; little student/teacher burnout

I'm glad we have adopted some calendar as other Jordan schools. When children move in they can get into a similar track. I like year round schedule, personally. I don't get as burned out by May as on traditional calendar.

Student progress and retention

Little review of materials; better retention among all children; more possibilities to strengthen and add to the curriculum

The breaks

Student achievement. Periodic breaks for teacher.

Having the year divided into smaller chunks of time helps with academics and stress for students and teachers.

1) Less review necessary. 2) Students and teachers are less tired and burned out.

less stress, less burn-out

Less teacher/student burnout. Increased learning/retention.

Use of building--student retention

Both students and teachers are rested and stay interested in school. Cover more in each area of study: math,reading, etc.

44. What do you see the greatest challenges presented by the Year Round/Extended Year program in your school?

Getting kids in bed when it stays light so long in June and August.

Moving all of your stuff gets a little difficult if you don't come and go off on short day.

By my own experiences the greatest challenge has been a lack of discipline on the part of many students.

The principal, he or she, sets the mood in the school. We need more positive praise!!!

Students on vacation when they are not on break. Changing classrooms!!!

Tracking of students

More flexible and forces everyone to be more organized--(that can be good!). Family vacation time--are kids left alone at home while Mom and Dad work? Hope not.

Team teaching and teachers planning together as a team.

Students select same track--good friends that cause problems.

The indignities teachers suffer such as no permanent teaching space, no storage space, a total loss of appropriate use of Career Ladder Days--no privacy

I have all tracks so it's sometimes difficult to keep students together as a group for instruction. So that forces me to have each student in my class doing something different. So it's hard to meet all their needs.

Burn-out

Moving so often--career ladder days have to be used to move. I have the same problem students and parents for 11 months.

Organizing material for moving; career ladder days; working with negative teachers (toward year-round change)

Some curriculum needs to be adjusted because of off track time.

Changing classrooms

Discipline can be a problem when children are together that are discipline problems year after year because of parental choice. Multiple names cannot necessarily be separated. Can be a challenge when there are other children in the family on traditional schedule.

Moving rooms

Family scheduling. Extending year-round program to secondary level.

More difficult to ability-group; Behavior problems, friends tend to be together in the same class.

1) Having to move classrooms. 2) Coping with siblings of students who are off when we are on track.

Co-ordination of curriculum with other teachers in open classrooms. Communication from faculty meetings.

Having some students for 11+ months. Groups not balanced. Children staying as a group year after year.

Getting students to go on trips and vacations during off track time rather than pull out of class.

45. Do you have any additional comments you would like to make concerning teaching on a Year Round/Extended Year calendar?

I love it and would never want to change!

I think the short breaks are a big help--retention is better(than a 3 month summer). The kids are rested and ready to learn when they come back!

I like it! It's good for every one and every thing involved! Money is saved! Buildings are used more.

I feel every possible thing should be done to offer extended contracts to those teachers who desire and need them.

I have taught traditional and year-round and I can see a tremendous advantage to year round.

Good luck!

Everyone is treated as a bunch of cattle. Because of overcrowding everyone is "peopled" out. I'm afraid I'll experience total burn out from the noise, us having no walls--before I can afford to quit.

I have enjoyed the past two here at Willow Canyon. Year round is great and so is the faculty and administration.

Large classes and the noise level in a school with few walls contribute to my stress more than the year-round schedule. I don't appreciate having to use my lunch to fill out a questionnaire.

I love it! There are problems but I only get bothered by the problems when other teachers harp on these problems. I get stressed over class-loads, classroom arrangements,teacher attitudes, and parental support which come with the job--year round or not! This survey took time away from my prep time and students.

The whole district K-12 should be on it.

Teachers need compensation for the manual labor involved in classroom moves. Lack of curriculum prep time due to moves is a major concern. Great variances from school to school. Lack of adequate and secure storage another major concern. 5 teacher--3 drawers each. No locks in open classrooms --theft problems.

Too large of groups for quality of teaching. We do not get the advantage of career days for good planning at a quiet desk because we are moving and setting up all the time.

I have taught extended contract this year and I love having my class personality change every track change and can balance out more in students to the most convenient track. It does cause a bit more paper work but my students enjoy having friends from other tracks in their class (in a way my groupings are more traditional schedule in a year round situation!)

YEAR-ROUND TEN

2. I feel that I have control over the teaching methods and curriculum in my classroom.

    d) agree: ? curriculum

6. I feel that I am expected to accomplish more with my students than it is possible to accomplish.

    b) disagree: With reading, I feel this to some extent. In the 1st grade, 4 out of the 5 of us will not be able to get our students through Moonbeams (or even start it)!

7. The educational goals established by the district administration are realistic.

    d) agree: most of the time

10. More district support is needed to make the transition to alternative schedules like Year Round/Extended Year successful.

    e) strongly agree: We had great support

13. There are fewer discipline problems with students on an Year Round/Extended Year calendar.

    b) disagree: Not much difference really!

17. After the interim break, I return to school ready to get to work.

    c) no opinion/don't know: I'm extended contract

    d) agree: (When I was a track teacher)

19. After an interim break, students need a lot of review of information they learned before the break.

    b) disagree: (some)

20. I consider teaching on an Year Round/Extended Year calendar more stressful than teaching on a nine month calendar.

d) agree: That's why it's important to know stress relieving techniques.

22. Planning overall curriculum

d) a large amount of stress: due to poor health rather than YRE

24. Planning daily lessons

d) a large amount of stress: due to poor health rather than YRE

36. Teaching salary

d) a large amount of stress: I have a family to support!

e) extreme stress: intern's only receive 1/2 salary--this is painful!

37. The number of students worked with on a daily basis

c) moderate stress: when the whole class is here

39. What grade(s) do you teach? If you are not a classroom teacher, what is your assignment?

Special Ed. Resource

40. What kind of employment contract are you on? (excluding career ladder days)
a. Tratitional 180 teaching days
b. Extended beyond 180 teaching days: please describe additional work/time and additional salary.

Teacher specialist--career ladder

20 days Teacher replacement for off-track teachers.

217 day extended 2-track contract

210 1800.00 extra this includes career ladder

218 contract Career ladder teacher specialist

Extended contract 209 day teaching

+ I'm building substitute.

215 + Teacher Specialist in P.E./Honor Patrol/Health

Teacher leader/extended sub

43. What do you see as the greatest strengths of the Year Round/Extended Year program in your school?

--no student or teacher "burn out"--the students can progress more academically because we don't have to review

Frequent breaks so that neither teachers or students get tired at any one time.

*Administrator--Principal Teacher support P.T.A.

The students seem to like coming on and going off track.

On-going progress of the children additional salary opportunities

Less teacher/student burnout very little academic loss over interims

The breaks throughout the year for the student/teacher student do not have to be re-taught increase in salary for extended contracts.

I think as a teacher I am able to pace my units more affectively. I seem to be able to accomplish more quality objectives because I have to really stay on target.

Students do not burn out Students academic retention

Concentrated learning and then short breaks in between

Versatility, tax saving

Added feeling of professionalism, better opportunities to work with the students, more opportunities for the students,more money for teachers.

No teacher/student burn out, greater retention, greater desires to be in school, vacations year round, teach (sub)while off track.

Children progress quicker, lose less, more "rested." Incentive programs (group as well as individual) are more consistent, on-going.

The well-planned, well executed curriculum coverage for the students and the professional opportunities for the teachers.

As a first year teacher, I have appreciated the preparation time I have during breaks. I also need that time to relax.

More often breaks

Less teacher burnout, students retain more.

Preparation time for beginning teachers. Off track time to observe other teachers/classrooms. The frequent breaks keep you from getting "burned out."

Breaks during the year.

Refreshing to both teachers and students; retention is higher

The attitude of children--especially after track breaks. They're delighted to get back. The excitement of "first day" without the fears.

44. What do you see the greatest challenges presented by the Year Round/Extended Year program in your school?

I see the biggest challenge as changing the general public's opinion that school has to be the traditional 9 month calendar.

So much of the curriculum in science and social studies hinge on times (seasons) of the year and many planning activities have to be done at a less than optimal time or sometimes get minimal presentation or left our completely because of the breaks. i.e. patriotic activities or Christmas, etc. because of track breaks.

Moving in and out of rooms

Large, extended, 40+, upper grade classes.

I love year round--especially at Sunset View

Organization of materials and storage facility of equipment

Burn-out in Jan., Feb. for extended contracted teachers Missing opportunities provided by district and state during the summer because they focus schedules more towards 9 mo.schools.

The class sizes and lack of prep time to streamline curriculum seem to be more of a challenge to me.

I can't think of any challenges we haven't worked out.

Anticipating what you will be teaching and what amount of students you will be working with.

This isn't unique to year round, but to meet the individual needs of the students with the adopted curriculum so that formulated behavior & objective goals are reached.

Missing out on information/activities while off track,coming back for obligations while off track.

Including off-track children in all programs; moving in overnight; scheduling.

So many options which weren't available before makes choice difficult, but joyous.

Class size--If class size increases by adding more kids to school, it would be a disadvantage to year round program.

Large classes

To keep family schedule together & organized.

The amount of time it takes preparing to go off track and setting up a new classroom to come back to. It's really a lot of work switching rooms each time.

Changing rooms--setting up rooms

The changes in my own personal life with not having summer off--(vacationing, family activities, etc). "Groups" going through the tracks without much chance of "breaking up" some children who would better if split up.

45. Do you have any additional comments you would like to make concerning teaching on a Year Round/Extended Year calendar?

I love it! Professionally & personally, working in a year round school has been good for me.

The only complaint is my personal summer vacation is cut substantially because my husband teaches on a traditional 9 mo. schedule and my children attend 9 mo. schools and they all go back to school before I get my 1st break. Only 2 weeks between groups is difficult because there is so much to do and so little time to do it in.

Year round school is GREAT!

Over-all, I think the year-around calendar is more successful for teaching.

I feel that both district and the teacher associations fail to consider year/round teacher when planning workshop and in service.

I Love Year Round Education!

No

I love it and desire no other type of teaching calendar.

Benefit to the children far outweighs any personal discomfort.

I perceive YRS to benefit students to a great degree academically. I can't help but believe that's good for America and her future.

Referring to questions 24. Planning daily lessons, 27.Classroom organization, 30. Availability of resources(supplies, books, etc.), and 35. Academic progress of students: Much of the "moderate stress" items are due to the fact that this is my first year of teaching. I'm spending an average of 10 hours a day in my classroom + 1-2 additional hours at home. Fortunately, it's not "bad"stress that makes me dread doing those things, its a stress I more or less put on myself to avoid stress during school. (i.e. planning daily lessons, classroom organization,academic progress of students--By putting lots of forethought into these items and anticipating ahead of time what may be a problem/challenge, I feel very comfortable while I'm actually teaching because I know I'm well prepared.

It's great

We've made improvement on communication, etc., but there's always the feeling of being "left out" of something fun while you're off track, and trying to pick up the loose ends when you return.

I love Sunset View Elementary and I love the Year Round Program.

I feel a lot of the success of failure of year round school depends on the relationships of the Principal--teachers--parents. In our school it is a very positive relationship.

YEAR-ROUND ELEVEN

2. I feel that I have control over the teaching methods and curriculum in my classroom.

    b) disagree: Dist. & State control this.

5. I feel isolated from other teachers in my school.

    d) agree: a little only

6. I feel that I am expected to accomplish more with my students than it is possible to accomplish.

    c) no opinion/don't know: sometimes

    d) agree: varies from year to year

7. The educational goals established by the district administration are realistic.

    d) agree: --some

    c) no opinion/don't know: not for every child at every grade level

8. My principal lets me know when he/she feels that I have done a good job.

    a) strongly disagree: Occasionally expresses general appreciation to faculty but not individually.

10. More district support is needed to make the transition to alternative schedules like Year Round/Extended Year successful.

    b) disagree: They do a great job

    b) disagree: they support us a lot already

    c) no opinion/don't know: The dist. needs to have materials, plans, goals, curriculum, etc. already in place when Y.R. schools begin and not 3 months later when 9 mo.schools begin.

11. I feel that relationships with parents are more difficult on the Year Round/Extended Year calendar.

a) strongly disagree: easier

12. Students have a more positive attitude about school on an Year Round/Extended Year calendar.

c) no opinion/don't know: It makes no difference

13. There are fewer discipline problems with students on an Year Round/Extended Year calendar.

c) no opinion/don't know: It is just the same

c) no opinion/don't know: about the same

I haven't taught in a "regular" school

15. Year Round Education increases teacher professionalism.

c) no opinion/don't know: It is the same

c) no opinion/don't know: mine yes

b) disagree: Spreading out days of unemployment throughout the year is not my idea of professionalism.

17. After the interim break, I return to school ready to get to work.

doesn't apply

18. After the interim break, my students return to school ready to get back to work.

d) agree: after a week or 2

19. After an interim break, students need a lot of review of information they learned before the break.

Some but not a lot

b) disagree: depends on the length of the break

20. I consider teaching on an Year Round/Extended Year calendar more stressful than teaching on a nine month calendar.

b) disagree: It makes no difference

Year round is my extended contract

21. Given a choice, I would choose to teach on an Year Round/Extended Year calendar.

d) agree: Only on extended contract.

23. Student discipline

c) moderate stress: varies from year to year

25. Working with parents of students

c) moderate stress: varies from year to year

26. Diagnosing student needs

d) a large amount of stress: I have a hard group!

27. Classroom organization

Referring to questions 22-27 listed above: I feel that these would be the same for a traditional school.

28. Paperwork

e) extreme stress: (Special Ed.)

32. Written reports to parents

d) a large amount of stress: ?

c) moderate stress: varies from year to year

33. Parent conferences

a) no stress: during d) a large amount of stress: prior to

c) moderate stress: varies from year to year

36. Teaching salary

e) extreme stress: value of income diminishes each year.

37. The number of students worked with on a daily basis

d) a large amount of stress: large classroom sizes defeat the concept of individualized, customized programs to meet each student's needs.

38. Do you prefer to teach on an Year Round/Extended Year calendar, an Extended Day schedule, a traditional school schedule, or have no preference.

a) Year Round/Extended Year calendar: Only with extended contract.

39. What grade(s) do you teach? If you are not a classroom teacher, what is your assignment?

Resource

40. What kind of employment contract are you on? (excluding career ladder days)
a. Tratitional 180 teaching days
b. Extended beyond 180 teaching days: please describe additional work/time and additional salary.

--I'm on a sharing contract. (Half day)

228 teaching days, 11 career ladder

227 day

225 day -- Teacher Leader approx $5,000

12 vacation days in a year$3,000 or more in a year

239 days--180 regular days, 12 career ladder, 47 additional classroom days. Salary is additional 60 x per diem.

11 days vacation during all 4 tracks. Same amount of money per day, but extra days.

43. **What do you see as the greatest strengths of the Year Round/Extended Year program in your school?**

The students progress at a much faster rate! (They don't get bored and forget everything over the summer.)

The breaks help the students and the teacher by giving them just enough time to relax and come back refreshed. The students don't forget previously taught information.

During breaks students (& teachers) have a chance to catchup & prepare for the next on track time.

Breaks for students on an on-going basis.Less lost time in movement from level to level.

The Faculty & Patrons

Utilization of school building--shorter time off--more retention of student--and more frequent breaks to rest--or rejuvenate.

Improvement in meeting the educational needs of the students

Having time to relax & regroup every nine weeks I'm more organized

I feel it forces you to be more organized & efficient.I also like teaching more days.

As a first year teacher the schedule provides a chance to plan in blocks. It gives me a chance to "step back" and evaluate myself and my students objectively.

Student retention, revitalization after a break for students and teachers

Students don't slip back in their learning as they do with 3 month off. Also more flexibility with family vacations.

Savings (money)

Increases teacher morale, differentiated contracts,opportunity to earn more $.

Breaks during year, burn-out less.

Having vacation divided up--it helps with planning,discipline, feelings about school.

I don't feel there are any great challenges with it.

To continue to challenge those students that have mastered basic skills and need more advanced work.

Packing up your classroom when going off track.

Working with the rest of the district on a coordinated basis.

Moving in & out is stressful

Good organization of personnel and curriculum

Finding a place at home to store all my junk!

Absences in the summer

The same as 9 month schools. Having student interest high,turning in assignments, etc.

During summer, children miss school because of family reunions, camps, etc.--They make up the work and also take it with them.

Organization, paper work

Keeping class sizes lower--keeping each track balanced with equal numbers.

Organization and planning

Tracks (Groupings of socioeconomic areas?)

In any ed. program the challenge is to identify needs of children and then to address those needs on an individualized basis.

Class size too large, Could use more money for supplies,equipment, reading enrichment books & materials.

1) Making tracks even. 2) Dividing students up.

45. Do you have any additional comments you would like to make concerning teaching on a Year Round/Extended Year calendar?

Year round has been a great help for me because I've been able to be a teacher and still spend quality time at home. It also gives me time to regroup and re-evaluate how my students are doing during my break.

I don't have to spend the first few weeks testing and retesting. The kids seem to have an easier time getting back on task.

It is wonderful to have breaks during the school year; I come back on track really ready to work. I also miss the kids when I'm off track & am more patient with them when I come back.

I really like the YRE model. My concerns have little to do with YRE but rather with education in general. My concerns come from teaching 10 years and still not seeing much improvement in teacher empowerment.

It works well for me!

I love it!

I love the year round schedule!

Love It!!!

I love year round because: 1) earn more money (if it is an extended contract) 2) get breaks throughout the year 3) student's retention is higher 4) I always have my Resource students come back during off track time to receive more help.

I would not be in education at this point in my life if it weren't for extended contracts -- even with them it is difficult to go without at least a cost of living increase year after year. Also, the perceptions and attitudes of the general public towards educators are less than positive.

Great faculty!

APPENDIX I

EXTENDED DAY SCHOOL TEACHER COMMENTS

EXTENDED-DAY SCHOOL ONE

6. I feel that I am expected to accomplish more with my students than it is possible to accomplish.

    b) disagree: most of them are realistic

8. My principal lets me know when he/she feels that I have done a good job.

    c) no opinion/don't know: (sometimes)

12. Students have a more positive attitude about school on the Extended Day schedule

    c) no opinion/don't know: (sometimes)

14. Students seem to learn more on the Extended Day schedule.

    b) disagree: Extended is not a learning factor for Resource students

    d) agree: (The specialist classes)

16. Adopting the Extended Day schedule has benefitted students.

    b) disagree: some

21. Given a choice, I would choose to teach on an Extended Day schedule.

    Between this and what other alternative?

    c) no opinion/don't know: (some days)

28. Paperwork

    c) moderate stress: We all complain together

30. Availability of resources (supplies, books, etc)

    b) very little stress: --No help in ordering media from Dist., Other Dist. M.C. ordered film, etc.

33. Parent conferences

d) a large amount of stress: --putting in data computers--getting prntout ready

34. Student attitude toward school

c) moderate stress: --Too many don't care.

35. Academic progress of students

c) moderate stress: --General disrespect in school

36. Teaching salary

c) moderate stress: $200 bonus helped me to be able to endure.

37. The number of students worked with on a daily basis

d) a large amount of stress: We won't team next year!
1) different lesson plans
2) no support from specialist like last year. They have been assigned other task.
Computer Instructor
Knowledge Bowl, etc.
--Teaming in 6th
19 in low group
41 in top group

38. Do you prefer to teach on a Year Round/Extended Year, an Extended Day schedule, the traditional school schedule, or have no preference.

a) Year Round/Extended Year - I haven't had experience with this one

b) Extended Day schedule - I prefer this over traditional in some ways but in other ways prefer traditional.

e) don't know

b) Extended Day schedule: More Money

a) Year Round/Extended Year: If I were off and on track with the students.

39. What grade(s) do you teach? If you are not a classroom teacher, what is your assignment?

1/2 Science & Social Studies --2nd Math (2 classes)

3rd 4th core

Resource

5/6

3rd - 4th Music & Art

5/6 Music - Computers - Phys. Sci.

5/6 Specialist

40. What kind of employment contract do you have? (Excluding career ladder)
a. 180 teaching day, traditional school day.
b. Extended contract. Please describe additional work and/or time commitment and additional salary:

Extended day -- about 20 extra working days.

Reg extended day--8:15-3:45 approx. 1 mo. more than traditional school plan

Extended day 1 hour / and several work days but find we are doing inservice that may not be our choice of how to use our "extra" time.

Extra days before school year starts.

One extra hour of teaching at hourly rate

1 additional hr. per day at my daily rate of pay. Adds up to about 28 additional days.

Extended Day only

Extended Day Contract, 3200.00

Full time intern 1/2 pay

7:45 - 4:15 required to be here. Yes additional salary, I haven't had time to figure.

Core Teachers time on subj matter is very short. 1) 1 hr more each day paid on ratio 2) Extra money for less teachers we have to work for anyway

Career ladder

b. Extended contract: 29 extra days

41. Teaching assignment:
a. Core/Basic: please list subjects taught and number of student in class(es).
b. Specialty/Enrichment: please describe subjects taught and number of students in your classes.

b. Specialty/Enrichment: I teach Science & Social Studies to 1 & 2 grade students. There are about 40-45 per/class. Half are 1st graders & the other half are 2nd graders (270 kids). I also teach two 2nd grade Math classes.

a. Core/Basic: Reading, Math, Language Arts, Social Studies No. of students -33, 31

a. Core/Basic: Reading, Math, Language Arts, Social Studies 24 a.m. 30 p.m.

a. Core/Basic: Spelling, Lang, Reading, S.S., Math

b. Specialty/Enrichment: Art & Music 6 classes a day - about 51 in each

a. Core/Basic: Reading, math, language, spelling, handwriting a.m. 22 students, p.m. 19 students

a. Core/Basic: 22 a.m. 20 p.m. Math, Spelling, Language, Reading & all related subjects.

a. Core/Basic: Math, Language, Reading, Spelling, Handwriting
Social Studies, a) 30 students b)29 students

a. Core/Basic: Reading, Language, Math, Soc. Studies

b. Specialty/Enrichment: Music/Art/Math, 45 average number of students

a. Core/Basic: Reading, Language Arts, Math 46

a. Core/Basic: Reading, Language, Math

b. Specialty/Enrichment: 5/6 music, computers, physical science

a. Core/Basic: 19 am/Core A low group Reading, Spelling, Language, Math Homebase/Social St. 30 41 pm/Core B top group Reading, Spelling, Language, Math Homebase/Social Studies 28

b. Specialty/Enrichment:6 P.E. & Health classes, 50 students in each
2 Math classes--32 students in each
2 Phonics classes--12 students in each

b. Specialty/Enrichment: Art - Life Sc - 48

a. Core/Basic: Reading, Language, Math, Social Studies, Spelling, A.M. class--33; P.M. class--30

a. Core/Basic: A.M. 31--L. Arts, Math, Reading, Spelling, Social Studies P.M. 29--L. Arts, Reading, Spelling, Social Studies

a. Core/Basic: A.M. 32 P.M. 32 / Reading, Math, Language, Social Studies, Handwriting, Spelling

44. What do you see as the greatest strengths of the Extended Day program in your school?

I think it is good to have small core classes. I can see how this would benefit the students.

More specialized instruction and better preparation due to concentration of subject areas taught. Some teacher preparation time during day

Less subjects for teacher to prepare for (except for those of us in the split--I have as much as the traditional teacher (4 sub. x 2 grades = 8 preparations)

Specialists become specialists!

A way to solve lack of boredom for students, too little money, too many children, mobility for students

Students get more of the arts, science, PE, health & computer

Specialty teachers cover their subjects in greater depth than I would with a traditional classroom.

Strong academic program. Students get a solid program in all areas. The only means, so far, where teachers can increase salary, and get some prep time.

Specializing of teachers.

1. Students learning more in science & creative arts.
2. Core subjects being taught consistently and thoroughly.

It opens up advantages for the students to learn specialty class subjects that often get passed over in a regular school.

The students have the opportunity to have taught to them specialized subjects. These subjects are taught regardless of extra time needed in core subjects.

Increases school capacity

The students are exposed to more subjects--Having to change classes insures that we get every subject every day instead of robbing from one subject to get another one in.

Getting more use of building with less teachers.

The students experience more of the specialty classes.

Better program for students. Teachers work in areas they enjoy!

45. What do you see the greatest challenges presented by the Extended Day program in your school?

I feel the younger children have a hard time adjusting to so many teachers and classrooms to attend. I feel they need the experience of being with one teacher to see the teachers example & attitude of learning.

Giving time to individual students. Organization of time and materials.

Lack of time on core subjects. Number of students to help & keep track of.

Resource students do not have the organizational skills to process change in schedules. They do not have orientation to time or space: a sequencing problem to deal with in terms of logistics.

Paper work

Too many students in classes.

Finding opportunities to help students who are struggling academically, tracking students on mastery of objectives, keeping up with correcting papers.

Student accountability for work and self control. Parents need to be more supportive & get their kids under control. Our system of discipline leaves a lot to be desired.

Too much to cover in too little time.

Lack of student respect for property & materials, lack of student identity with teacher's values

1) The large number of students in our classes
2) Extra assignments that are given to teachers above the regular classroom work.--(New programs, extra work with extra students outside of class, drama, plays, etc.)

Making sure each child is cared for properly.

Greater work load

The large classes present a lot of extra preparation, extra discipline problems, extra planning & management.

Core = pressure to keep students progressing. No relaxation (ex) P.E. with students.

The large number of students.

Discipline of large classes.

I feel that teachers become burned out because of the added stress and pressure. It can also be very draining to the teachers too. I feel that towards the end of the both teachers & students are physically drained.

Parental support is crucial to the success of this program. I feel a lot of pressure to get a lot accomplished in the least amount of time, with little time for "fun."

I am really concerned about the skills that seem to be slipping in the core area--esp. read, math, lang. I would love to see soc. st. taken out of the core & put with the spec.

The classroom teacher (core) doesn't have time to work with the Resource student one on one, once the student is gone, he is gone.

It is a good program. I wouldn't want to teach on any other kind of program. I do feel that teachers need more input on inservice and how money is spent.

Expectation of long hours at school with no breaks except 1/2 hr. lunch, plus expectation of follow-up & correcting of work at home. Creates Bad attitude.

I think the program would be great if the things in #45 above were eliminated from our school. Others should be hired for #2 in #45. (#2: Extra assignments that are given to teachers above the regular classroom work.--(New programs, extra work with extra students outside of class, drama, plays, etc.))

Specialist teaching what they like to teach. Savings on desks, books, etc. needed. Less preparation for teachers. Less fluff and wasted time.

The kids get a much broader education and a better (or intense) knowledge in the Arts area.

More can be taught about more subjects

Meeting the needs of the low achievers who do not have a good support system at home.

Getting everything taught in the core. I think we sometimes teach too much specialist area and not enough core.

No recesses or extra time to catch up students. Extra amount of paper work, record keeping, etc.

46. Do you have an additional comments you would like to make concerning teaching on an Extended Day schedule?

Extended day allows those children who enjoy the specialized subject to excel. It sure makes core time demanding fitting all the objectives in a short period of time.

I don't know if this was a problem before we went on Extended Day, I can't remember, but I feel the students have less respect for teachers, other students & property. The discipline during recesses seems a lot less, but in the large classes, discipline is much harder. I do like to specialize in 3 subjects.

Need great support. Need to be able to express frustrations and adjust program to work better. Basic subjects more important

I love it, I would never go back to self-contained.

I think I miss the relaxing time with the kids. It seems to be so much go, go. There is never time to "smell the roses." It was so hard to get this filled out.

EXTENDED-DAY SCHOOL TWO

13. There are fewer discipline problems with students on the Extended Day schedule.

    b) disagree: noisier

18. On the Extended Day schedule, I work with too many students on a daily basis.

    a) strongly disagree: People can handle it very well with the right attitude

20. I consider teaching on an Extended Day schedule more stressful than teaching on a traditional schedule.

    a) strongly disagree: less stress

    e) strongly agree: !!

    c) no opinion/don't know: this is my 1st year

21. Given a choice, I would choose to teach on an Extended Day schedule.

    e) strongly agree: yes!

    e) strongly agree: (underlined) strongly agree

28. Paperwork

    b) very little stress: as long as it doesn't pile up!

30. Availability of resources (supplies, books, etc)

    b) very little stress: Use your imagination to get supplies!

36. Teaching salary

    c) moderate stress: better pay than on traditional

38. Do you prefer to teach on a Year Round/Extended Year, an Extended Day schedule, the traditional school schedule, or have no preference.

b) Extended Day schedule: a) Year Round/Extended Year scribbled out BOO! Track system stinks

39. What grade(s) do you teach? If you are not a classroom teacher, what is your assignment?

Science 4-6

Computer Specialist Grades 4-6

Art 3-5

1-5 Resource

1-3 Specialty 4th Preparation

1 + 2 + 3

1st 2nd 3rd Art

1 - 3 Science

Music 4-6

3rd, 4th, 5th 6th Social Studies

Media Specialist

40. What kind of employment contract do you have? (Excluding career ladder)
a. 180 teaching day, traditional school day.
b. Extended contract. Please describe additional work and/or time commitment and additional salary:

Extended day

184 days, 1 hour longer per day

Extended Day Contract

1 hr extra in school time

+ 1 hr daily + 1 hr or hourly wage per day

1/2 extensions: a.m. at American Fork Jr. High, p.m. at Northridge

1/2 extra per day

1 extra hour each day

28 extra days

28 extra days

28 days extra

26 extra days total

Extended day--no difference, little earlier, $14,400

Enhanced Day 182 + 28

182 days $134.25 additional salary, 8 hour days

41. Teaching assignment:
a. Core/Basic: please list subjects taught and number of student in class(es).
b. Specialty/Enrichment: please describe subjects taught and number of students in your classes.

b. Specialty/Enrichment: Science 300

a. Core/Basic: Reading, Math, Language Arts--(Writing, Spelling, Phonics), 2 basic classes

a. Core/Basic: Prep 5th grade English & Spelling
b. Specialty/Enrichment: Computer Science grades 3-6

b. Social Studies 40-50

b. Specialty/Enrichment: Art 42 av.

b. Specialty/Enrichment: Resource--Math, Language, Spelling, Reading

a. Core/Basic: language arts, reading, writing, math 28 in a.m. 25 in p.m.

a. Core/Basic: 26/26 read, Write, Math, Language

a. Core/Basic: Reading, language, spelling, math 30

a. Core/Basic: Reading, Language & Math

b. Specialty/Enrichment: Computer 1-3, From 38-50 in each class

b. Specialty/Enrichment: 10 music classes between 35-50 per class

b. Specialty/Enrichment: Art, between 40 to 50

a. Core/Basic: Reading, writing & Math 1st grade 27 children, 3rd grade 21 children

b. Specialty/Enrichment: Basic Science --45 students/class

b. Specialty/Enrichment: Music--35-50

a. Core/Basic: Reading, Lang., Arts, Math. 30

a. Core/Basic: 28-29 Spelling, Math, Lang arts, Reading, handwriting

b. Specialty/Enrichment: 2 English Preparation Classes 30 and 22, 6 Social Studies Classes run 37 to 48

a. Core/Basic: a.m. = 27 p.m. = 27 Reading, Math, Language, Spelling

43. How many years have you taught on the Extended Day schedule?

--In school/not a part of in K

44. What do you see as the greatest strengths of the Extended Day program in your school?

More students using fewer buildings
Specialists--enhancing quality of subject taught

Teacher knowledge in the Specialist areas
Teacher knowledge in the Basic areas

The students get more curriculum taught than in a traditional school. Teachers can specialize & concentrate on fewer subjects. Salary increased teacher self-esteem.

Money

Teachers are able to use their strengths to benefit the Students!

Prepares 6th grades for Jr. High. Allows gifted students opportunities to expand their abilities. Gives variety to students. Requires a strict schedule which has many advantages (more time on task).

Educational benefit to students

Specialty subjects are covered more thoroughly.

Children get a better education

Computerization, Specialty classes

Lessens the planning load, plan for 3 hours & do it twice

Better instruction

Me

Teachers have fewer subjects to prepare for and can do more in each subject.

1-Every child is given a "gifted" education
2-Less preparation time.

The specialty classes. The teachers know subjects better and follow ACE Objectives better than Regular teachers.

Whole brain development for students. More variety for students skills in humanities & science actually being taught.

Better education for the students, especially in the specialty areas. A more well rounded education, therefore, a better prepared student.

The children have a more enriched curriculum.

Being able to concentrate on three subjects--higher pay

The kids get more material

Curriculum in Music, Art, S.S., Sci, computers, --not so many subjects to plan, --planning time at last

No yr. round exposure to the arts.

Specialization; better utilization of time.

Specialties--Experiences, Core teachers--less preparation

Curriculum taught better. Students have more variety.

Teacher teaches strengths

Enrichment

45. What do you see the greatest challenges presented by the Extended Day program in your school?

Younger--1st/2nd grades being initially frustrated by insecurity/movement Teacher burnout over 4/5 years with large #'s of student

?

Discipline--Grades--Record keeping can be a tremendous headache

Teaching more students

1st graders adjusting to an Extended Day Schedule

Scheduling--(homework)

Discipline

Class load in specialty & space

Rotation from class to class, record keeping for large number of students

Not enough time to work one on one & remediate slower kids because I only have them 3 hrs/day.

More kids & parents to deal with

Large classes

Larger number of children in specialty classes

Housing greater enrollments each year.

When I prep for the Core teacher--I need more time with them.

Keeping the Specialty class at 45 students and below. Having administrator be able to say no to parents so we don't have classes that are unbalanced.

Record keeping

Larger classes

Paperwork, grading, & communication with parents

Pendulum swings too far to the Specialties. Resources (time & money) go to Specialties. Basics left to give less paperwork to students or drown in paperwork.

Old story--Meeting Individual Needs

Number of kids in specialty classes

Discipline

46. Do you have an additional comments you would like to make concerning teaching on an Extended Day schedule?

I feel it has been very challenging to our school, parents, etc. Yet, it has been successful for most of the individuals involved.

I really enjoy it.

It's great to be a specialist if you really enjoy the subject. But having to teach something all day that you don't like isn't fun. There is less personal attention & feeling between Teacher & Students in Specialty areas than in basic.

It is great! I love it! Very good Program for both Students and Teachers.

I love it

Please provide space--load doesn't matter when there's space

Wish my own kids were in one!

It's wonderful!

I Love it!

I feel these questions could have been divided into
1. As a specialty teacher
2. As a class when I prep for a core teacher
In other words--I feel I have different control, lesson plans, especially with my specialty class & someone elses core class that I see 40 min a day.

It's much better than Extended year. My kids were at a year round school and I transferred them to an Extended Day School.

We need to have more teacher input when making out class lists! Teachers need to be there helping with this.

I love it!

The only improvement could be Year Round on Extended Day where everyone comes & goes together. Contact Welby School, West Jordan.

Its about time we started giving more time to Art, Music, Sci, S.S. etc.

I think this is a waste of paper.

First grade should not be included in extended day.

Would be difficult to go back to traditional

Make a good transition between Kindergarten and 1st Extended Day

EXTENDED-DAY SCHOOL THREE

1. Teaching is a very satisfying career.

    (N/A): Some days!

10. More district support is needed to make the transition to alternative schedules like Extended Day successful.

    b) disagree: We had their support.

    b) disagree: We have excellent support.

11. I feel that relationships with parents are more difficult on the Extended Day schedule.

    b) disagree: It is the same

13. 1There are fewer discipline problems with students on the Extended Day schedule.

    c) no opinion/don't know: In my class I can't see any difference. At lunch break it might be more difficult in the halls.

    c) no opinion/don't know: I feel that the same teachers have discipline problems no matter what schedule they are on.

    c) no opinion/don't know: in MAPS
    e) strongly agree: in core

15. The Extended Day schedule increases teacher professionalism.

    d) agree: More teachers are taking classes to help them improve.

18. On the Extended Day schedule, I work with too many students on a daily basis.

    b) disagree: My classes are very big this year 32 and 33. Next year should be better (2nd grade has 10 less per class.) If we had a regular schedule my class would still be big at 32 or 33.

21. Given a choice, I would choose to teach on an Extended Day schedule.

c) no opinion/don't know: Choice of what?

Extended day doesn't add to or lessen any of these

23. Student discipline

b) very little stress: Some days it is higher.

25. Working with parents of students

b) very little stress: most parents. A few complain about any and everything!

c) moderate stress: Trying to get their cooperation

28. Paperwork

c) moderate stress: There are more papers.

30. Availability of resources (supplies, books, etc)

c) moderate stress: Using blackline masters on our equipment is stressful. Districts fail to see that. They have the best equipment, we do not.

34. Student attitude toward school

b) very little stress: most (depends on child)

36. Teaching salary

b) very little stress: If I was the sole support I'd be stressed to the extreme.

37. The number of students worked with on a daily basis

c) moderate stress: correcting papers

39. What grade(s) do you teach? If you are not a classroom teacher, what is your assignment?

2 Kindergarten classes, 1 2nd grade Math class

Art, Science, Computer, Math

1-6 Resource, 1st Math

3-6

1st & 2nd

40. What kind of employment contract do you have? (Excluding career ladder)
a. 180 teaching day, traditional school day.
b. Extended contract. Please describe additional work and/or time commitment and additional salary:

b. Extended contract: 2nd Grade Math Class--2-3 hours of extra work a day--$3400.00

b. Extended contract: 1 hour, $3400 for the year

b. Extended contract: 7:30 a.m.--4:15 p.m. daily, paid for the extra hours $3,000 per year

b. Extended contract: Career ladder Theater Art Program

b. Extended contract: $3400 per year

b. Extended contract: 1 1/4 hour/day longer, $3400 extra

b. Extended contract: 1 hour per day, $3400 per year

41. Teaching assignment:
a. Core/Basic: please list subjects taught and number of student in class(es).
b. Specialty/Enrichment: please describe subjects taught and number of students in your classes.

a. Core/Basic: Math-22

a. Core/Basic: English, Reading, Spelling, Math, Social Studies 31 and 32 students

a. Core/Basic: Reading--34 (16 & 18), English--62, Math 32, Handwriting--62, Phonics/Lang Arts--62

a. Core/Basic: Reading, Math, Spelling, Social Studies, English--65 Total

a. Core/Basic: Math, Reading, English, Social Studies, and Spelling; a.m. 35 p.m. 33

a. Core/Basic: Math 34

a. Core/Basic: Reading, Math, English, Spelling, Social Studies, 29 a.m., 29 p.m.

a. Core/Basic: Math, Reading, Spelling, English

b. Specialty/Enrichment: P.E., Health 40-44

b. Specialty/Enrichment: Science, Social Studies, Music 22, 23, 30 & 32; Reading 14-15

44. What do you see as the greatest strengths of the Extended Day program in your school?

1st and 2nd Grade Teachers and students benefit from the program with smaller reading classes and one less Math class to teach. 3-6 graders get a higher quality and more Science, Art, Music and P.E.

1) Having less subjects to prepare for each day. 2) A teacher preparation time. 3) The biggest advantage is to the kids. They get a better music, science, P.E./health program than is possible under traditional class.

I believe it gives children a better education. They are taught by teachers using their strengths--such as art, music, and science as well as reading and math.

The benefit to the children has to be the greatest benefit because that's what we are all about.

Specializes

Less preparation, more specialized teaching, more pay. Getting to know more students.

Student enrichment

Benefits to the students! More art, music, science. Better preparation by teachers because of fewer subjects to teach. Preparation time for elementary teachers--a first.

More money; more Science, Social Studies, and improved Art.

Better curriculum

All of the areas are taught. If a child is having problems with a teacher they get a change.

45. What do you see the greatest challenges presented by the Extended Day program in your school?

Meeting the needs of the 1) huge number of children in the 3-6 Arts classes, 2) 1st and 2nd Graders emotionally and in reading. Treating all teachers fairly.

1) Certain teachers only see the students every third day. It is difficult to have continuity. 2) The total number of students some teachers have to work with.

I believe the parents seem to think they can take a child out at anytime--not realizing the importance of the oral classroom work. I also believe children and parents need more accountability. Too many feel the teacher should completely be responsible for their child's education.

For me the challenges are the same as with the regular class--getting children motivated, getting them to complete all assignments. The one difference is having more papers to correct and children to track but I am paid more so I should expect more work.

Behavior

For Core, checking papers. Large classes.

Arts curriculum

1) Correcting papers!! 2) Reporting to parents--I send home report folders every 3 weeks. Parents appreciate this regular contact. 3) Having routine materials run off well in advance allows more time for record keeping. Career ladder days before school has allowed me to do much of this.

It's more difficult. Longer day. As a core teacher I miss having fun with the children like you can have with Music, Art, and P.E.

Discipline, Hard to know all students well

Being sure that I teach all I'm required to teach

46. Do you have an additional comments you would like to make concerning teaching on an Extended Day schedule?

The first and second grades benefit from the program greatly (see 44 above). I feel Kindergarten should be allowed to benefit from the program also.

I think teachers work harder but students get better education!

Again, I believe the parents attitudes greatly influence the children. Parents need to visit the school so they are familiar with this program and understand what is necessary to make it work well.

The program as I see it gives the children a better education. All subjects are covered in a much better manner. I feel those I cover are consistent with the State Core. You are about as happy as you choose to be in any situation. I really do not feel the Extended day has made stress more prevalent for me. My frustrations are still--1. parents who are not interested in school, and their children with the same attitude. 2. Teachers who are always complaining about their working harder than anyone else, when hopefully we are all working hard since we are paid to work. (Extra pay for the extra work: Extended day). 3. Districts giving fewer books, older out of print books, blackline rather than dittos--(this takes more time and effort on our part than we are paid for.!)If we could use a copy machine as the districts do, black line would be great! These frustrations were there on a regular schedule, too.

I feel our program is working better than other schools doing extended day.

I really enjoy it! I feel I am doing a much better job with the basics. The students come to Core ready to work. Without "recess" breaks we actually have much more on task time. Playground problems do not take up learning time.

Good Program, gives you a chance to specialize in a particular strength and even improves your salary.

I don't think a teacher should be in the program unless they really want to be. I think classes over 30 to 35 are too large no matter what subject you teach. Discipline becomes a problem. For the subject and grades I teach, Weekly Reader is a help and so is Educational T.V.

EXTENDED-DAY SCHOOL FOUR

12. Students have a more positive attitude about school on the Extended Day schedule

    c) no opinion/don't know: It depends on the student--some are more positive, others are less.

18. On the Extended Day schedule, I work with too many students on a daily basis.

    b) disagree: not always

19. My students do not seem lost or confused on the Extended Day schedule.

    d) agree: at first yes

21. Given a choice, I would choose to teach on an Extended Day schedule.

    c) no opinion/don't know: I'm more tired, but I feel good about what the students have learned.

26. Diagnosing student needs

    d) a large amount of stress: because of the large number of students.

33. Parent conferences

    b) very little stress: not many came

38. Do you prefer to teach on a Year Round/Extended Year, an Extended Day schedule, the traditional school schedule, or have no preference.

    a) Year Round/Extended Year &
    b) Extended Day schedule: I'm looking forward to year round but don't know if I'll prefer it until I've tried it.

39. What grade(s) do you teach? If you are not a classroom teacher, what is your assignment?

3rd and 4th grade science

40. What kind of employment contract do you have? (Excluding career ladder)
a. 180 teaching day, traditional school day.
b. Extended contract. Please describe additional work and/or time commitment and additional salary:

b. Extended contract: 1 1/4 hours extra each day + many hours at home. 16% additional salary

b. Extended contract: extra pay for extra hours

41. Teaching assignment:
a. Core/Basic: please list subjects taught and number of student in class(es).
b. Specialty/Enrichment: please describe subjects taught and number of students in your classes.

b. Specialty/Enrichment: 3rd grade science on A days--157 students + 4th grade science on B days--146 students + 4 half-hour prep times for 4 basic classes every day--115 students.

b. Specialty/Enrichment: Art--5th-6th grade. 320 students 44 in largest group

44. What do you see as the greatest strengths of the Extended Day program in your school?

I know my science students have learned more science than then would have on a traditional schedule. They seem to enjoy what we do and are better at accepting responsibility for their learning.

Specialists--enriched curriculum

Specialists

45. What do you see the greatest challenges presented by the Extended Day program in your school?

For some children, changing to so many teachers and working in the large groups is difficult. The hardest thing for me has been keeping track of students who miss assignments or tests and following through to make sure they get things done.

Dealing with several hundred children

Discipline, teacher burnout

46. Do you have an additional comments you would like to make concerning teaching on an Extended Day schedule?

I've really liked teaching Science, but come home so tired I don't know if I could do it another year. I thought the 2nd year would be easier, but I changed from 2nd and 3rd grades to 3rd and 4th grades and so had new plans to make. Also, because of that change I've had the same children for 2 years. Besides that, I had some of the 4th graders when they were in my 2nd grade traditional class, so I've been their teacher for 3 years. Its a bit long.

It's been very rewarding and successful, but also very stressful because of the amount of children.

EXTENDED-DAY SCHOOL FIVE

36. Teaching salary

    b) extreme stress: Increase in Job Load for same salary, but this is Utah Education

39. What grade(s) do you teach? If you are not a classroom teacher, what is your assignment?

    3, 4, 5

    4 - 5th

    5th (2nd 3rd Social Studies, P.E.)

    Resource Teacher 2-5

40. What kind of employment contract do you have? (Excluding career ladder)
    a. 180 teaching day, traditional school day.
    b. Extended contract. Please describe additional work and/or time commitment and additional salary:

    b. Extended contract: more time per day 107% regular salary

    b. Extended contract: 1/7 additional time & salary

    b. Extended contract: +7%

    b. Extended contract: Extra hour a day

    b. Extended contract: 1 hour per day

41. Teaching assignment:
    a. Core/Basic: please list subjects taught and number of student in class(es).
    b. Specialty/Enrichment: please describe subjects taught and number of students in your classes.

    a. Core/Basic: Reading, Math, English, Writing--26 in a.m., 25 in p.m.

    a. Core/Basis: 3rd grade 28 students
    b. Specialty/Enrichment: 4th 50 students, 5th 50 students Art and Health

a. Core/Basic: 27 Core. Language, Reading, Spelling, Math, Penmanship

b. Specialty/Enrichment: P.E. Health

a. Core/Basic: 5th Grade
b. Specialty/Enrichment: 3 classes, approx 37 each, Social Studies, P.E.

a. Core/Basic: Reading, Math, Language (Spelling, Handwriting morning 23, afternoon 22

44. What do you see as the greatest strengths of the Extended Day program in your school?

More time to prepare for fewer subjects. More in-depth instruction

It meets the needs of more students by giving them more classes and different teachers to work with.

Teachers touching their strong curriculum areas.

Students gain a much more complete education.

Varied and indepth teaching in the specialties

1. Less students in core classes
2. Teachers teach to strengths
3. Students get more rounded education

45. What do you see the greatest challenges presented by the Extended Day program in your school?

Assigning all teachers to subjects they wish to teach. Scheduling

It takes a lot of work to teach a Core and two specialties--If I taught 2 cores or the same specialties twice it might be easier.

Organizing school functions, lack of facilities

No P.E. facility!

Coordination of students and development of specialties

Coping with pressures. Scheduling extra events (assemblies, etc.) Managing time to best advantage.

46. Do you have an additional comments you would like to make concerning teaching on an Extended Day schedule?

I love it!

I enjoy it, most days.

I feel it provides an excellent learning experience for students

Encourage traditional schools to go extended day or at least share for benefit of the students.

EXTENDED-DAY SCHOOL SIX

7. The educational goals established by the district administration are realistic

    d) agree: State better and more concrete.

10. More district support is needed to make the transition to alternative schedules like Extended Day successful.

    d) agree: District supportive, School board not as supportive

13. There are fewer discipline problems with students on the Extended Day schedule.

    b) disagree: with large groups

14. Students seem to learn more on the Extended Day schedule.

    d) agree: In specialty areas only. Students have gained more in the specialty areas even though the classes are impacted with many students. In core there is a rush to get the curriculum in.

16. Adopting the Extended Day schedule has benefitted students.

    b) disagree: not emotionally. I feel that there is not enough time to get to know students personally when you run them through the education system like sheep. In some areas educationally they may be benefitted, but not emotionally.

18. On the Extended Day schedule, I work with too many students on a daily basis.

    d) agree: Productivity is terrific but wasn't originally designed for large groups--specialty or large core groups.

19. My students do not seem lost or confused on the Extended Day schedule.

    b) disagree: younger only

    b) disagree: 1st graders were

20. I consider teaching on an Extended Day schedule more stressful than teaching on a traditional schedule.

d) agree: This year the First grade teachers felt the younger children had more adjustment problems with moving from class to class so First graders and 2nd grades are in traditional classrooms with 30-36 students in those classes. These classes should only be 20-25 at the most. Our 2nd grades had 35 and 36 with no aides, because we are getting paid for teaching more kids. However, I feel it is not right to offer more money for more kids. I feel like we are trading money for kids. We should be paid the money anyway. Teaching this many children has been very stressful for me and my family. I spend 10-12 hours a day at school just trying to keep up and then I take an hour or 2 of work home. Utah's philosophy of "stack 'em deep and teach 'em cheap!" stinks in my opinion. All my life I have wanted to teach and envisioned making a difference in the lives of the students. This does not meet my expectations.

21. Given a choice, I would choose to teach on an Extended Day schedule.

c) no opinion/don't know: Both way have advantages and disadvantages

31. Testing students

d) a large amount of stress: improving as materials available

32. Written reports to parents

d) a large amount of stress: because of numbers of students 300 for specialty classes

36. Teaching salary

c) moderate stress: The productivity (extended day) model has increased the participating teachers salaries--however, I feel the teachers in this district need an annual percentage pay increase.

d) a large amount of stress: and change with productivity model or none.

38. Do you prefer to teach on a Year Round/Extended Year, an Extended Day schedule, the traditional school schedule, or have no preference.

a) Year Round/Extended Year: I have not taught in a year-round school before--but I feel there are some advantages that seem good to me.

b) Extended Day schedule: for productivity, but smaller class loads

39. What grade(s) do you teach? If you are not a classroom teacher, what is your assignment?

Specialty 3, 4, 5

Art/Music Specialist grades 3-5

4th and 5th

2nd--have done both -- specialty for 3 grades, do one grade core and some specialty my grade level only--but all in that grade on a rotating schedule.

K-5 Resource (Special Ed)

40. What kind of employment contract do you have? (Excluding career ladder)
a. 180 teaching day, traditional school day.
b. Extended contract. Please describe additional work and/or time commitment and additional salary:

b. Extended contract: 10 extra days

b. Extended contract: Extra prep day for productivity

b. Extended contract: Productivity additional work days

b. Extended contract: 10 additional days over career ladder

b. Extended contract: 8 additional work days--approx. $4,000 addition pay this year. Approx. $2,000 each previous year (2 yr.)

b. Extended contract: Productivity and career ladder days

b. Extended contract: Productivity Model about 3 days extra

b. Extended contract: extra planning--meeting and preparation

b. Extended contract: Productivity model, 34 students for 4200 extra dollars--$500 to pay aides for the specialty classes.

b. Extended contract: 4 additional days

41. Teaching assignment:
a. Core/Basic: please list subjects taught and number of student in class(es).
b. Specialty/Enrichment: please describe subjects taught and number of students in your classes.

b. Specialty/Enrichment: Social Studies, Health 30 to 65

a. Core/Basic: 66 33 + 33 Math, Reading, English, Spelling

b. Specialty/Enrichment: Art, Music, Writing 30-65 students, 6 times a day.

a. Core/Basic: Reading, Spelling, English, Math; 25 in each class

a. Core/Basic: Math, English, Spelling, Reading, 33 students and 30 students

a. Core/Basic: Reading, Spelling, Language, Math, Social Studies

b. Specialty/Enrichment: Health to 110 students on a daily rotation basis.

a. Core/Basic: For 2 years I taught a morning core and an afternoon core. Subjects: reading, spelling, language arts, math, creative writing, social studies. This 3rd year--I'm teaching 1st grade, self-contained class room. I'm team-teaching with the other 1st grade teachers with the following curriculum: science, health, social studies.

a. Core/Basic: Contained class, specialty--science

a. Core/Basic: 35 core, 105 for specialty 2nd grade, but 1 class at a time.
b. Specialty/Enrichment: 35 - Art and Music

a. Core/Basic: 31 students: Spelling, Reading, Language, Phonics, Handwriting, Creative Writing, Math, Science, Social Studies, Health, P.E., etc.

a. Core/Basic: 30, 1st grades are not on the model--traditional classrooms

44. What do you see as the greatest strengths of the Extended Day program in your school?

The students get more one on one attention, and a better subject exposure.

Teaching strong areas.

The benefit of all students getting better instruction in Art, Music, Science, Health, Social Studies.

More thorough teaching of specialty subjects

The students are taught a wider variety of material.

Specialty classes give a much better chance in subjects generally skipped. (Music, Art, P.E., Science, Health)

1) More teacher specialization in curriculum.
2) Students have the opportunity to see several teachers and learn from them.

Students are given a more rounded education.

The specialty subjects being quality taught.

Teachers can specialize more in areas of interest

Varied experiences--More in Science, Art, P.E., Music than in traditional classrooms.

This lends itself to specialization in areas the children would not normally have intense training in such as Music, Art, P.E. and science.

Lower taxes, prep. for secondary schools, the use of teacher strengths, scheduling pull out programs is easier.

45. What do you see the greatest challenges presented by the Extended Day program in your school?

None

Large specialty classes

The number of kids.

Having time to follow through with children who need extra help.

Very little support from the district.

Too many students in each class.

1) The number of students involved in the specialty classes.
2) Less time to reinforce core curriculum subjects for those students who need additional help.

Tracking each child--Meeting emotional needs of students.

Too large of classes.

It's hard teaching the numbers we have.

Too many children.

The high class loads of 50-60 children in specialty create many classroom management problems. The work load in the core classes is much greater because you have twice as many students to track. Even though you only teach 3-4 subjects you still cannot seem to reach every child.

Great for curriculum of the Specialty areas. Too many students in specialty. We need specialists funded by the state instead of teaching the masses. It's more stressful for teachers.

It has been great for 3-5 grades for both students and teachers. Lower grade teachers prefer the variety of subjects and student bonding.

Again, productivity wasn't originally designed for large, large groups.

Notes

1. Farber, B. A. "Stress and burnout in suburban teachers", *Journal of educational research* Sum 1984, pg. 325.

2. Freedman, S., Jackson, J., Boles, K. *The effects of the institutional structure of schools on teachers*. Eric Documents 243 047, 1982.

3. Hock, Roger B. *Professional burnout among public school teachers*. University of California: San Diego Eric Documents ED 264 219.

4. Maslach, C. *Burnout-the cost of caring.* Prentice Hall: New York, 1982.

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Appendix 16

END

U.S. Dept. of Education

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Improvement (OERI)

ERIC

Date Filmed

March 21,1991